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AUTHOR Paquette, F. Andre; Tollinger, Suzanne
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ABSTRACT

This handbook describes the nature, uses, and limitations of the Modern Language Association of America (MLA) language proficiency tests for teachers and advanced students. The proficiency tests are examined in seven areas of language teaching competence: listening comprehension, speaking, reading, writing, applied linguistics, civilization and culture, and professional preparation. Several articles examine the validity of the tests and discuss related research. The final section focuses on the potential and limitation of the tests. Appendixes contain information concerning the MLA teacher qualifications, test scores and NDEA Institute ratings, MLA Proficiency and MLA Cooperative Tests, Foreign Service Institute rating scale, comparative test scores of Institute and native speakers, and NDEA Institute norms for the MLA Proficiency Tests, 1961-67. (RL)

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A HANDBOOK ON THE MLA FOREIGN LANGUAGE PROFICIENCY
TESTS FOR TEACHERS AND ADVANCED STUDENTS: THEIR
NATURE, USES AND LIMITATIONS

June 1968

by

MODERN LANGUAGE ASSOCIATION OF AMERICA

F. André Paquette, Project Director
Suzanne Tollinger, Research Assistant

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INTRODUCTION

The Modern Language Association of America established its Foreign Language Program in 1952 because the study of foreign languages in this country had been deteriorating for several decades. The MLA-FL Program had two purposes: To understand "a critical situation well enough to know how to correct it, and to start correcting it." More specifically the FL Program was designed to "result (whatever its other consequences) in recommendations and pronouncements, standards and goals, which would unify and increase the effectiveness of foreign language teachers."¹

At about the same time, a group of scholar-teachers convinced seventy-five institutions and associations to support the first (1954) Northeast Conference on the Teaching of Foreign Languages. The Northeast Conference aimed to "bring together foreign language teachers on all levels, college, secondary, and elementary school, with the purpose of reaching agreement concerning their objectives and the best methods of attaining them."² The first committee for the 1954 Conference discussed the qualifications of foreign language teachers. The committee included three foreign language teachers (Stephen A. Freeman,

Chairman, Theodore Andersson, Kathryn L. O'Brien), two commissioners of education (Finis E. Engleman, Conn., and John Holden, Vt.), one dean of a college of education (E. Duncan Grizzell, University of Pennsylvania), and the Executive Secretary of the National Commission on Teacher Education and Professional Standards of the National Education Association of America (NEA), T. M. Stinnett. In its report, the committee outlined the objectives of foreign language study in American education and the qualifications for a secondary school foreign language teacher. It also analyzed the current state of foreign-language teaching in this country as well as problems in teacher preparation.

Building on the 1954 report, a Committee on the Preparation of Foreign Language Teachers made up of five foreign language teachers again including Stephen A. Freeman, the only carry-over, prepared an action report for the 1955 Northeast Conference. This report proposed specific steps to be taken by colleges and universities particularly their faculties of education and of modern foreign languages; state-wide foreign language organizations; state education agencies; local boards of education; and by all of these groups acting together.³

In 1955, the Steering Committee of the MLA-FL Program issued its statement on the Qualifications For Secondary School Teachers of Modern Foreign Languages. The statement established three general levels of proficiency (superior, good, and minimal) for seven areas of language teaching competence now designated as: 1) listening comprehension, 2) speaking, 3) reading, 4) writing, 5) applied linguistics, 6) civilization and culture, and 7) professional preparation. (The complete statement appears as Appendix A.)

The Qualifications Statement initiated a professional effort toward self-improvement; but discussion within the foreign-language teaching profession had to be complemented by dialogue with other educators from outside the foreign language field. Thus, in February, 1956, the MLA invited a group of twelve such persons to advise the Association on steps to take in promoting more effective preparation of modern foreign language teachers. The conferees issued a report recommending that the MLA apply the principles specified below to affect preparation of future teachers in all subject-matter fields. "Methods of certifying teachers should hereafter guarantee adequate preparation by including evidence of proficiency based on performance as well as upon credit hours. Certification of candidates by the

State, and accreditation of programs of teacher education by the professional accrediting agency, should therefore be based on the following principles:

1. All institutions professing to prepare teachers of modern foreign languages for elementary and secondary schools should set up specific programs designed to give future teachers the desired qualifications in their teaching field as defined by the MLA in cooperation with other national or regional organizations of foreign language teachers.

2. Modern foreign language teachers in the elementary and secondary schools and in the colleges, together with the State authorities and professional accrediting agencies, should cooperate in setting up criteria for approving teacher education programs.

3. Certification of a modern foreign language teacher by the State authority should be based upon satisfactory completion of such a program, together with specific recommendation of the candidate by the institution.

4. The institution should be responsible for evaluating all the qualifications and the proficiency of the candidate, including liberal education, professional preparation, and total readiness to teach.

Qualification acquired by private study or other personal experience should be accepted by the institution when substantiated by proper evaluation.

5. Standardized tests of proficiency should be developed as soon as possible to assist the institution and the employer in diagnosing a candidate's qualifications as a language teacher."⁴

The MLA accepted this advice and demonstrated it in 1958 when the Executive Council of the MLA made the FL Program a permanent function of the MLA and in its "Five-Year Program" called for the development of proficiency tests based on the Qualifications Statement. In the spring of 1959, under the provisions of the National Defense Education Act of 1958, the MLA contracted with the United States Office of Education to develop such tests in French, German, Italian, Russian, and Spanish. Under the direction of Wilmarth H. Starr, and in cooperation with the Educational Testing Service of Princeton, N. J., over a hundred members of the foreign language teaching profession developed tests in the seven areas of competence included in the Qualifications Statement. (A list of members of the Test Construction Committees appears as Appendix B.)

The Qualifications Statement became the guide for the development of the test batteries. Thus, the Tests were developed by the group that would use them: foreign

language teachers. These teachers were assisted throughout the development of the Tests by the MLA Director of Testing and by language specialists and test consultants on the staff of the Educational Testing Service (ETS).

Sixty-two preliminary forms of the Tests were prepared for administration in the National Defense Education Act Language Institutes held during the summer of 1960; the entire preliminary battery required almost seven hours of administration time. Data derived from this preliminary administration were used to refine and shorten the original Tests. These, together with one more recently developed form of the Tests, constitute the batteries presently available.

For a more detailed discussion of professional activities leading to development of the Tests, the reader is referred to the October 1966 issue of the Modern Language Journal.

¹ William R. Parker, *FL Bulletin No. 47* (May, 1956), New York: The Modern Language Association of America, pp. 1-2.

² Hunter Kellengerger, "Preface," *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages*, 1954, p. IV.

³ *Reports of the Working Committees of the Northeast Conference on the Teaching of Foreign Languages*, Germaine Brée, editor, 1955, pp. 69-76.

⁴ *The French Review*, Vol, 29, No. 6 (May, 1956), pp. 494-5.

THE NATURE OF THE PROFICIENCY TESTS

To help the prospective user acquire a comprehensive view of the Tests, they are extensively described and exemplified below. Each description 1) identifies the area of competence or knowledge, 2) repeats the appropriate section of the Qualifications Statement, 3) provides a brief description of each sub-section of that test, 4) provides sample items in all five languages, and 5) presents selected data used to analyze the reliability of the item--in its own terms and in terms of the total test from which it is taken; in short, item analysis.

Each item analysis has six components:

A. Base N: This indicates the number of people who answered this item plus those who skipped (omitted) it, but answered a question later in the test.

B. Per cent correct: This is the per cent of those in Base N who answered this question correctly.

C. Item-test correlation: Called r biserial by the Educational Testing Service, this figure attempts to represent the relationship between performance on this item with performance on the whole test. It is an index of how those who do well on the whole test, do well on

this item and how those who score low tend to get this item wrong.

Thus, a higher value for Item-test correlation means more reliability for the item--and the whole test. ETS considers items with a value below .30 as doubtful, that is, ambiguous or inappropriate.

D. Choices made by examinees: For example, the first sample, under Listening Comprehension: French, shows the number who omitted the question--omit (8), as well as those who chose option A (181), B (81), C (19), or D (11).

E. The key: The correct answer to the question is indicated by an asterisk. In the sample just cited, the key is option A* chosen by 181 examinees.

F. Mean criterion score: Indicates the average ability level of the examinees who chose each option. This mean criterion score is based on the following scale supplied by the Educational Testing Service:

<u>Criterion Score</u>	<u>Relative Rank on Criterion</u>
20 or above	highest 5%
18 or above	highest 10%
16 or above	highest 20%
14 or above	highest 40%
above 13	upper half
<u>below 13</u>	lower half
12 or below	lowest 40%
10 or below	lowest 20%
8 or below	lowest 10%
6 or below	lowest 5%

Thus, in our first French Listening Comprehension sample, those who omitted the question were in the lowest 10% of the entire Base N of 300; those who chose option A were in the highest 40% of Base N, etc.

Notes:

- 1. In the Speaking and Writing descriptions, general scoring guidelines precede the sample questions.*
- 2. In Professional Preparation only one set of items is given--in English--as this is a test common to all languages.*
- 3. Item analyses have not been provided for the Italian examples because of small population samples used in pre-testing.*

LISTENING COMPREHENSION TEST

(Approximate Time: 20 minutes)

SUPERIOR: Ability to follow closely and with ease all types of standard speech, such as rapid or group conversation and mechanically transmitted speech.

GOOD: Ability to understand conversation at normal tempo, lectures, and news broadcasts.

MINIMAL: Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.

The examinee listens to a tape recording made by native speakers. This recording consists of single utterances, a connected dialogue, a radio broadcast, and a three-part conversation. For all but the last part, the examinee selects, from among four choices printed in his test book, the responses most likely to be made in the situations presented or the best answers to questions put to him. For the last part, the examinee marks on his answer sheet whether each of a number of statements about the conversation he has just heard is true or false.

Questions are designed to test phonetic (or phonemic) discrimination, command of idiomatic expressions, vocabulary, and structure typical for conversational use of the language. Comprehension of main facts, ideas, and important details is evaluated.

F R E N C H

* * *

RESPONSES TO QUESTIONS OR REMARKS HEARD ON TAPE (Rejoinders)

DIRECTIONS: Dans cette partie vous entendrez une fois seulement une série de remarques ou de questions. Après avoir écouté chaque phrase, choisissez parmi les réponses imprimées sur votre livret celle qui convient le mieux et indiquez-la sur votre feuille de réponses.

1. "Pourquoi ne m'avez-vous pas dit que la représentation ne commencerait pas à l'heure habituelle?"

- (A) Je n'en savais rien.
- (B) Non, elle n'a pas commencé à l'heure.
- (C) Oui, c'est moi qui vous l'ai dit.
- (D) Après le lever du rideau.

Base N----- 300
Per cent correct----- 60%
Item-test correlation-- .71

	Omit	A*	B	C	D
Number	8	181	81	19	11
Mean Criterion Score	8.0	14.8	10.3	10.4	10.5

* * *

SHORT DIALOGUES

DIRECTIONS: Maintenant nous écoutons deux personnes qui se parlent. Dans chaque cas, vous choisirez la phrase qui pourrait suivre les remarques de la seconde personne. Il s'agit de la vie de tous les jours:

2. A: "Je vais ralentir un peu. Je vais à peine la route."
B: "C'est qu'il commence à pleuvoir. Pourquoi ne faites-vous pas marcher les essuie-glace?"
- (A) Il y a quelque chose de cassé.
 - (B) Je n'aime pas aller à pied..
 - (C) J'ai quand même assez d'essence.
 - (D) Il y a trop de virages.

Base N----- 300
Per cent correct----- 38%
Item-test correlation-- .71

	Omit	A*	B	C	D
Number	6	114	78	36	66
Mean Criterion Score	11.5	15.9	11.0	10.2	12.1

* * *

SHORT CONVERSATIONS OR BROADCASTS

DIRECTIONS: Dans cette partie, vous entendrez d'abord un dialogue, puis une émission radio-phonique. Après chaque passage, on vous posera quatre questions orales. Dans chaque cas, choisissez parmi les réponses imprimées sur votre livret celle qui convient le mieux et indiquez-la sur votre feuille de réponses. Voici maintenant le dialogue, entre une secrétaire et un jeune homme qui vient d'arriver dans son bureau.

ELLE: "Monsieur LeBrun vous a donné rendez-vous à cette heure-ci?"
LUI: "Oui; il a une petite somme à me remettre."
ELLE: "Pour le travail que vous avez apporté hier?"
LUI: "C'est cela."
ELLE: "Il ne m'en a pas parlé. Mais, de toute façon, il sera là bientôt. Si vous voulez l'attendre."
LUI: "Oui. Ou je peux aller faire un tour."
ELLE: "C'est dommage qu'il vous fasse perdre votre temps."
LUI: "Mon temps n'est pas précieux. Il y a plus d'un mois que je ne suis pas venu dans ce quartier-ci."

3. "Pourquoi l'homme s'est-il présenté chez Monsieur LeBrun?"

- (A) Il s'est perdu dans le quartier.
- (B) Il tient à faire sa connaissance.
- (C) M. LeBrun lui doit de l'argent.
- (D) Il a pris un rendez-vous avec la femme.

Base N----- 300
Per cent correct----- 51%
Item-test correlation-- .64

	Omit	A	B	C*	D
Number	7	27	75	153	38
Mean Criterion Score	6.9	11.7	11.7	15.0	9.7

4. "De quelle façon pourra-t-il passer le temps en attendant le retour de Monsieur LeBrun?"

- (A) Il fera un travail supplémentaire.
- (B) Il fera une promenade.
- (C) Il se plaindra de la perte de son temps.
- (D) Il attendra dans une boutique voisine.

Base N----- 300
 Per cent correct----- 50%
 Item-test correlation-- .69

	Omit	A	B*	C	D
Number	11	43	150	32	64
Mean Criterion Score	8.5	10.4	15.2	10.5	11.6

* * *

LONG CONVERSATION

DIRECTIONS: Vous entendrez maintenant une scène dramatique d'une durée approximative de trois minutes. Elle a lieu chez un homme d'affaires. En l'écoutant, faites attention surtout aux idées les plus importantes et au caractère général du dialogue. Après, vous entendrez huit phrases qui résument cette scène. Certaines sont vraies, d'autres sont fausses, toujours selon les renseignements contenus dans le dialogue.

MAN A: "Te voilà déjà, Mathilde? Nous dînerons donc à l'heure ce soir? C'est surprenant. Si j'avais su, je n'aurais pas demandé à la bonne de m'apporter à goûter."

WOMAN A: "Je te laisse avec Mademoiselle La Cour et Monsieur Bosquet. Tu as envoyé mademoiselle chercher des papiers, je crois."

WOMAN B: "Les voilà, Monsieur Reynard."

MAN A: "A vous maintenant, Bousquet. Un verre de madère?"

MAN B: "Non, merci."

MAN A: "Avez-vous revu Fleury?"

MAN B: "Pas depuis avant-hier."

MAN A: "Qu'est-ce qu'il veut encore, cet animal?"

MAN B: "Un rabais, comme tout le monde. Il est venu se plaindre."

DIRECTIONS: Maintenant vous entendrez les huit phrases qui résument cette scène. Dans chaque cas, vous déciderez si la phrase est vraie ou fausse et vous indiquerez votre décision sur votre feuille de réponses.

5. "Mathilde, comme d'habitude, est de retour à la maison de bonne heure et tient à rester avec son mari pendant que celui-ci parle de ses affaires."

Base N----- 300
Per cent correct----- 45%
Item-test correlation-- .79

	Omit	T	F*
Number	5	161	134
Mean Criterion Score	7.0	10.9	15.8

6. "Dans son entretien avec Reynard, Bousquet lui fait savoir qu'un de leurs clients s'est plaint à propos de la pureté de la marchandise qu'on lui avait fournie."

Base N----- 300
Per cent correct----- 57%
Item-test correlation-- .55

	Omit	T*	F
Number	6	172	122
Mean Criterion Score	7.0	14.5	11.2

GERMAN

* * *

RESPONSES TO QUESTIONS OR REMARKS HEARD ON TAPE (Rejoinders)

DIRECTIONS: In diesem Teil der Prüfung hören Sie eine Anzahl von Aussagen oder Fragen. Vor sich sehen Sie unter der jeweiligen Nummer eine Auswahl von vier Sätzen, von denen einer die bestmögliche Antwort oder Entgegnung auf den gesprochenen Satz darstellt. Wählen Sie jeweils den Ihnen richtig erscheinenden Satz und tragen Sie den entsprechenden Buchstaben auf Ihrem Antwortbogen ein.

1. "Er will wieder einmal eine grosse Entdeckung gemacht haben."

- (A) Wann wird er damit anfangen?
- (B) Will er wirklich hinfahren?
- (C) Wer hat das Verbrechen aufgedeckt?
- (D) Was soll es denn diesmal gewesen sein?

Base N----- 290
Per cent correct----- 63%
Item-test correlation-- .69

	Omit	A	B	C	D*
Number	4	42	20	40	184
Mean Criterion Score	10.0	10.8	9.6	9.8	14.6

* * *

SHORT CONVERSATIONS OR BROADCASTS

DIRECTIONS: In diesem Teil der Prüfung hören Sie einen Dialog und einen Radiobericht, denen jeweils vier mündliche Fragen folgen. Suchen Sie nach jeder Frage unter den in Ihrem Prüfungsheft stehenden Antworten die zutreffendste heraus und tragen Sie den entsprechenden Buchstaben auf dem Antwortbogen ein. Sie hören nun den Dialog: ein junger Mann bewirbt sich um eine Stellung.

- A: "Treten Sie bitte ein und nehmen Sie Platz.
Zigarette?"
- B: "Nein, danke."
- A: "Nun, Herre Dr. Obermayer, ich habé Ihre
Zeugnisse und Ihr Bewerbungsschreiben durchgelesen,
und ich möchte nur noch ein paar zusätzliche Fragen
an Sie stellen."
- B: "Bitte sehr, Herr Direktor."
- A: "Sie wollen also bei uns Französisch unterrichten.
In den letzten zwei Jahren haben Sie am Goethe-
Gymnasium in Frankfurt Französisch und Geschichte
gelehrt. Darf ich fragen, ob und wie lange Sie in
Frankreich gelebt haben?"
- B: "Ich erhielt vor vier Jahren ein Sommerstipendium nach
Frankreich. Ich hatte mir aber einiges Geld erspart
und fuhr schon im April ab. Ich blieb bis Anfang
November in Frankreich."
2. "Warum bittet der Direktor den Dr. Obermayer in
sein Büro?"

- (A) Er will ihm noch einige Fragen stellen.
(B) Er will ihn seiner Braut vorstellen.
(C) Er will ihn um die Zeugnisse bitten.
(D) Er will ihm ein Sommerstipendium geben.

Base N----- 290
Per cent correct----- 81%
Item-test correlation-- .75

	Omit	A*	B	C	D
Number	2	234	16	23	15
Mean Criterion Score	9.0	14.0	7.5	9.7	8.8

3. "Wie lange ist Dr. Obermayer in Frankreich gewesen?"
- (A) Noch gar nicht.
(B) Nur vierzehn Tage.
(C) Fast fünf Jahre.
(D) Mehrere Monate.

Base N----- 290
Per cent correct----- 49%
Item-test correlation-- .57

	Omit	A	B	C	D*
Number	2	8	14	125	141
Mean Criterion Score	5.0	9.8	8.0	11.8	14.9

* * *

LONG CONVERSATION

DIRECTIONS: Sie werden jetzt ein Gespräch von etwa drei Minuten Dauer hören, in dem sich drei Leute über eine Bürgermeisterwahl unterhalten. Richten Sie Ihre Aufmerksamkeit auf die Hauptgedanken und den allgemeinen Charakter des Gesprächs. Sie werden dann acht Aussagen hören, die sich auf den Dialog beziehen, und die entweder richtig oder falsch sind. In Ihrem Prüfungsheft finden Sie diesmal keine vorgedruckten Antworten. Statt dessen geben Sie lediglich an, ob die Aussagen richtig oder falsch sind. Und nun folgt das Gespräch.

MAN A: "So einen Wahltag habe ich noch nie erlebt."

MAN B: "Ja, wirklich. Wer hätte gedacht, dass Bürgermeisterwahlen so aufregend sein können?"

WOMAN: "Und dann mussten wir noch zwei Tage auf die Ergebnisse warten. Wissen Sie eigentlich, warum das so lange gedauert hat?"

MAN B: "Beide Parteien bestanden darauf, dass die Stimmen mehrmals gezählt wurden, denn Sie wissen ja, dass Rothenberg nur mit einer Mehrheit von 43 Stimmen gewonnen hat."

DIRECTIONS: Jetzt hören Sie die acht Aussagen über das Gespräch. Überlegen Sie jeweils, ob die Aussage im Sinne des Gesprächs richtig oder falsch ist, und tragen Sie Ihre Antwort auf dem Antwortbogen ein.

4. "Der siegreiche Kandidat gewann mit einer fast verschwindend kleinen Stimmenmehrheit."

Base N-----	290
Per cent correct-----	69%
Item-test correlation--	.65

	Omit	T*	F
Number	4	200	86
Mean Criterion Score	6.0	14.3	10.2

5. "Der unterliegende Kandidat protestierte heftig dagegen, dass die Stimmen noch einmal gezählt werden sollten."

Base N----- 290
Per cent correct----- 45%
Item-test correlation-- .55

	Omit	T	F*
Number	4	156	130
Mean Criterion Score	7.5	11.5	14.9

ITALIAN

* * *

RESPONSES TO QUESTIONS OR REMARKS HEARD ON TAPE (Rejoinders)

DIRECTIONS: In questa parte ascolterete una serie di osservazioni o domande. Ognuna di queste verrà enunciata una sola volta. Dopo ogni frase sceglierete la risposta più appropriata fra quelle offerte nel vostro manuale d'esame, e indicherete la vostra scelta sulla pagina delle risposte.

1. "Andiamo, ti prego. Non voglio trovarmi in mezzo a una rissa."
 - (A) Nemmeno io, preferirei un ristorante.
 - (B) Sì, andiamo. La gente comincia ad essere troppa.
 - (C) Se non facciamo presto i posti migliore saranno già presi.
 - (D) Ma no, che dici? È una commedia molto famosa invece.

* * *

SHORT CONVERSATIONS OR BROADCASTS

DIRECTIONS: In questa parte udirete un dialogo e poi un annuncio pubblicitario alla radio, ognuno seguito da quattro domande. In ciascun caso, scegliete la risposta più appropriata fra quelle offerte nel vostro manuale d'esame e indicate la vostra scelta sulla pagina delle risposte. Ecco il dialogo, una conversazione fra due uomini.

- A: "Ma guarda che bella macchina! Nuova fiammante!"
B: "Ti piace, eh?"
A: "Altro che! È tua?"
B: "Magari! L'ho avuta da mio suocero il quale m'ho fatto il piacere, dato che oggi torna mia moglie dall'ospedale."
A: "Ah, già! Avevo sentito dire che ha dovuto subire un'operazione piuttosto grave. Tutto bene, spero."
B: "Mah! Con questi medici non si sa mai. Mi assicurano che col buon riposo, col buon nutrimento, niente sforzo, si dovrà rimettere. Ma così mi dissero anche le altre volte."

2. "Quante volte è stata la signora all'ospedale?"

- (A) È l'unica volta che la signora è stata all'ospedale.
- (B) È la seconda volta che la signora è stata all'ospedale.
- (C) È la terza volta che la signora è stata all'ospedale.
- * (D) Non è indicato quanto volte sia stata all'ospedale.

3. "Come aveva avuto l'automobile il signore?"

- (A) Il signore l'aveva comprata.
- (B) Il suocero gliela aveva regalata.
- (C) Il suocero gliela aveva prestata.
- (D) Gliel'aveva dato l'amico.

* * *

LONG CONVERSATION

DIRECTIONS: Adesso ascolterete una conversazione telefonica fra due signori. Fissate la vostra attenzione sulle idee e sul carattere generale della conversazione. In seguito undirete otto frasi che si riferiscono alla conversazione. Alcune di queste sono vere, altre false. Se la frase è vera, riempite lo spazio T, se è falsa, riempite lo spazio F.

- A: "Pronto."
- B: "Pronto. Con chi parlo?"
- A: "Luciano Fornari."
- B: "Oh, buongiorno, avvocato, come sta?"
- A: "Non, c'è male, grazie. E Lei?"
- B: "Bene, grazie."
- A: "Senta, Castelli, volevo chiederLe se Lei e la Sua signora possono venire a pranzo da noi sabato prossimo."
- B: "Oh, tante grazie per l'invito. Mi lasci pensare un momento. Sabato prossimo sarebbe il 17, non è vero?"
- A: "Già, il 17."
- B: "Che peccato! Proprio quel sabato abbiamo un appuntamento con i nostri cugini per andare al concerto. Vengono apposta da Viterbo e si tratteranno qui a casa nostra un paio di giorni. Mi dispiace, avvocato, ma ho paura che non possiamo accettare il Suo cortese invito."

DIRECTIONS: Ed ora le frasi. Vi ricordiamo di riempire
le spazio T se vera, lo spazio F se falsa.
Ecco le frasi.

4. "L'ingegner Spalletti è cugino del signor Castelli."
(False)
5. "Il signor Castelli non può accettare l'invito perchè
è già impegnato per il 17."
(True)

RUSSIAN

* * *

RESPONSES TO QUESTIONS OR REMARKS HEARD ON TAPE (Rejoinders)

DIRECTIONS: Это - первая часть экзамена. В этой первой части вы услышите, произнесенные только один раз, фразы и вопросы. Выберите правильный ответ и отметьте его на вашем ответном листе.

1. "Это не меня ли зовут к телефону?"

- (A) Наверное вас.
- (B) Я знал, что он придет.
- (C) Телефон не в номере, а в коридоре.
- (D) Вы знаете мой номер телефона?

Base N----- 245
Per cent correct----- 26%
Item-test correlation-- .72

	Omit	A*	B	C	D
Number	9	64	19	74	79
Mean Criterion Score	9.2	16.6	12.2	11.1	12.5

* * *

SHORT CONVERSATIONS OR BROADCASTS

DIRECTIONS: Это - вторая часть экзамена. В этой второй части вы услышите, прочтенный один раз, диалог, после которого будут прочитаны четыре вопроса. Выберите подходящий ответ на каждый из них.

- A: "Он очень любил ее?"
- B: Да. Я знал их обоих. Ей было не больше девятнадцати лет, когда она умерла. Когда они сошлись, ей только что исполнилось семнадцать. Они прожили вместе два счастливых года.
- A: Я слышал, что для него она не задумываясь порвала с родовой семьей, которая не могла примириться с ее выбором.
- B: Вы совершенно правы. Она была хорошо воспитана, немного наивна, образована и красива. Она пошла за любимым мужем и делила его суровую деятельную жизнь. Она никогда ни на что не жаловалась и умела подчиняться необходимости.
- A: Мне говорили, что они переезжали с места на место, пока наконец не приехали в наш город. В то время только что кончилась война и он получил место на железной дороге.

В: После того, как они жили то там, то тут, они приехали в наш город. Я жил с ними в одном доме, пока она не умерла. Она каждый вечер ждала его, грела ему обед, убирала со стола, а потом садилась рядом с ним и помогала ему в его сверхурочной работе: на его заработок они прожить не могли и вечерами он брал переписку..."

2. "Какой у нее был характер?"

- (A) Она всегда была грустной.
- (B) Она была идеальной женой.
- (C) Она была избалована и капризна.
- (D) Не сказано.

Base N----- 245
Per cent correct----- 62%
Item-test correlation-- .50

	Omit	A	B*	C	D
Number	7	23	152	38	25
Mean Criterion Score	8.0	12.1	14.2	10.7	11.2

3. "Чем кончилась их общая жизнь?"

- (A) Она его бросила.
- (B) Они мирно разошлись.
- (C) Он потерял службу и уехал.
- (D) Она умерла.

Base N----- 245
Per cent correct----- 75%
Item-test correlation-- .53

	Omit	A	B	C	D*
Number	6	12	12	32	183
Mean Criterion Score	9.8	9.9	10.4	10.6	13.9

* * *

LONG CONVERSATION

DIRECTIONS: Теперь начинается третья часть экзамена. В этой третьей части вы услышите сценку между двумя мужчинами и одной женщиной. Разговор идет о командировке в Арктику. Трое друзей говорят о четвертом, обсуждают жизнь на полюсе, выражают свое мнение о полярных путешествиях. Старайтесь внимательно прослушать о чем будет их разговор. Позже вам будут даны объяснения, как отвечать на вопросы.

- A: "Я должен вам сказать новость, Сергей Иванович: Василий не скоро приедет к нам.
 B: Но у него же отпуск?... Позвольте, как же так?
 C: Разве получена телеграмма?
 A: Да, Костя, получена телеграмма сегодня утром. Его послали в поход на подводной лодке и до зимы мы его не увидим.
 B: Теперь я понимаю, почему он был такой озабоченный и радостный в последний раз, когда я его видел. Он сказал даже что-то вроде: я может быть скоро уйду в поход. Я тогда не понял, что это значит.
 C: Я завидую ему: я уверен, что его посылают в Арктику.
 A: Да, Костя, его посылают в Арктику и это - большая честь.
 B: Если поход будет удачен, то его портрет будет во всех газетах.
 C: Дело не в этом, Сергей Иванович, а в том, что когда он вернется, он будет опытным подводником, знающим Ледовитый океан, как свои пять пальцев..."

DIRECTIONS: Теперь вам будут прочтены восемь фраз, имеющих прямое отношение к тому, что вы слышали. Некоторые из них - правильны, другие - ошибочны. Вы должны отметить на вашем ответном листе, которые из этих фраз правильны, и которые ошибочны. Отметьте букву T для правильных фраз, и букву F для ошибочных.

"Василий прислал письмо, что он возвращается домой и проведет отпуск дома."

Base N----- 245
 Per cent correct----- 56%
 Item-test correlation-- .34

	Omit	T	F*
Number	5	103	137
Mean Criterion Score	7.4	12.0	14.0

"Василий получил назначение в Арктику."

Base N----- 245
 Per cent correct----- 63%
 Item-test correlation-- .51

	Omit	T	F*
Number	6	85	154
Mean Criterion Score	6.5	11.2	14.2

SPANISH

* * *

RESPONSES TO QUESTIONS OR REMARKS HEARD ON TAPE (Rejoinders)

DIRECTIONS: En esta parte van a escuchar Uds. una serie de proposiciones o preguntas. Después de oír cada frase, Uds. escogerán la respuesta más apropiada entre las impresas en su hoja de examen e indicaran su selección en la hoja de respuestas.

1. "Acabo de oír que hubo un choque en la esquina vecina. Dos muchachas perdieron el conocimiento en el accidente. Las llevaron al hospital, pero hasta ahora solamente una ha vuelto en sí."

- (A) Ojalá que vuelvan pronto.
- (B) ¿Por qué no la acompañó su amiga?
- (C) Siempre se pierde mucho en el hospital.
- (D) Espero que la otra se mejore también.

Base N----- 300
Per cent correct----- 79%
Item-test correlation-- .73

	Omit	A	B	C	D*
Number	1	13	16	34	236
Mean Criterion Score	2.0	10.4	10.0	8.3	14.1

* * *

SHORT CONVERSATIONS OR BROADCASTS

DIRECTIONS: En esta parte van a oír un dialogo y un noticiario radial, cada uno seguido por cuatro preguntas orales. En cada cas , escojan la respuesta más apropiada entre las alternativas impresas en su hoja de examen, e indiquen su selección en su hoja de respuestas. Ahora van a escuchar un noticiario radial sobre un pintor surrealista espanol:

"Ma vuelto a Madrid, modesta y calladamente como siempre, Aurelio Suárez. Ha vuelto y ha colgado unos cuantos lienzos en la sala de Exposiciones de le Librería Fe. Aurelio Suárez es el primer pintor

surrealista español actual, y el único representante de nuestro surrealismo al óleo. Pasa por Madrid con una colección de óleos que siempre encantan, atraen y hacen pensar. Y, sobre todo, soñar. . . . Legará a la historia española del arte la más acabada y continuada expresión de una pintura que puede definirse así rápidamente: representación no de lo que se 've' sino de lo que se 'sueña.'"

2. "Por qué es de interés la llegada a Madrid de Aurelio Suárez?"

- (A) Es su primera visita a la ciudad.
- (B) Ha abierto una exposición de sus obras artísticas.
- (C) Es el fundador de una escuela de la pintura.
- (D) Ha escrito una historia del surrealismo en España.

Base N----- 300
Per cent correct----- 76%
Item-test correlation-- .61

	Omit	A	B*	C	D
Number	6	8	229	32	25
Mean Criterion Score	7.7	13.0	14.0	9.7	9.9

3. "Cuál es el tema principal que halla expresión en las pinturas de Suarez?"

- (A) Lo fantástico.
- (B) Lo histórico.
- (C) Lo realista.
- (D) Lo pintoresco.

Base N----- 300
Per cent correct----- 59%
Item-test correlation-- .67

	Omit	A*	B	C	D
Number	5	178	5	82	30
Mean Criterion Score	8.6	14.8	9.6	10.3	11.2

* * *

LONG CONVERSATION

DIRECTIONS: En esta parte oirán una conversación entre tres personas que se encuentran en el foyer de un teatro. Presten atención a las ideas más importantes y al carácter general del diálogo.

MAN A: "Mira, Margarita, ahí está Alfonso."

WOMAN: "¡Hola, Alfonso! ¿Qué ha pasado?"

MAN A: "¿Cómo llegas tan tarde? Ya ha terminado el primer acto."

WOMAN: "¿Y dónde está tu mujer?"

MAN A: "Sí, ¿por qué no ha venido Rosa?"

MAN B: "Porque la noche se ha metido en agua, por todos estilos!"

MAN A: "¿Qué quieres decir con eso?"

MAN B: "Veréis: primero, Rose se puso mala."

WOMAN: "¡Y la has dejado sola!"

MAN B: "No es grave lo que tiene; una ligera indisposición; le cayó mal le cena."

WOMAN: "¿Qué es lo que comisteis?"

MAN B: "Nada de particular; pero tuvimos una discusión en la mesa."

MAN A: "¿Por algo serio?"

MAN B: "¡Por lo de siempre! Le advertí que estuviese arreglada para salir inmediatamente después de cenar..."

MAN A: "Y claro, no estaba lista... Siempre tengo yo la misma lucha con Margarita. Las mujeres no entienden de puntualidad."

WOMAN: "Pues, mira que vosotros, los hombres, que nunca llegáis a la hora de comer y luego os quejáis de que la comida está pasada, está fría..."

DIRECTIONS: Ahora escucharán ocho proposiciones, algunas ciertas según el diálogo, y otras falsas. No hay alternativas impresas para esta parte. Uds. indicarán en su hoja de respuestas si la proposición que oyen es verdadera o falsa.

4. "Esta conversación tiene lugar antes de empezar la función teatral."

Base N----- 300
Per cent correct----- 71%
Item-test correlation-- .56

	Omit	T	F*
Number	2	84	214
Mean Criterion Score	2.5	10.5	14.1

5. "Alfonso y su mujer tuvieron una discusión en la mesa porque él quería ir al teatro y ella no."

Base N----- 300
Per cent correct----- 69%
Item-test correlation-- .48

	Omit	T	F*
Number	1	91	208
Mean Criterion Score	2.0	10.9	14.0

* * *

SPEAKING TEST

(Approximate time: 15 minutes)

SUPERIOR: Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation; ability to exchange ideas and to be at ease in social situations.

GOOD: Ability to talk with a native with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation.

MINIMAL: Ability to read aloud; to talk on prepared topics (e.g. for classroom situations) without obvious faltering; to use the common expressions needed for getting around in the foreign country; and to speak with a pronunciation understandable to a native.

The examinee first listens to a number of sentences spoken by a master voice, then he repeats each sentence. Each of these sentences has been carefully selected to contain two critical sounds or a sound and an intonation pattern. For each sentence, the examinee is scored right or wrong on his reproduction of these particular sounds, all other sounds being ignored.

The test book contains one or two short texts which are to be read aloud by the examinee, following a

brief period during which he is given the opportunity to read the text(s) silently for practice. He is scored right or wrong on his production of twenty predetermined points of pronunciation or intonation. The overall quality of the reading is also scored on a five-point scale extending from 1 (very poor production) to 5 (superior performance).

Finally, the examinee is presented with a single picture, a pictorial sequence, and a situation depicted pictorially (with directions printed in English). In each case, he is asked to describe the picture or react to the situation described. Using a five-point scale similar to that described above, the examinee is rated on Vocabulary, Pronunciation, Structure, and Fluency.

GENERAL SCORING GUIDELINES--SPEAKING TESTS

Part A

Each sentence spoken by the master voice contains two critical sounds. The scorers agreed to give a right score only if the candidate's production of the critical sound was an exact imitation of the master voice. Any mistakes in the utterance other than the critical sounds were to be ignored. The question of perfect imitation vs. acceptable pronunciation had caused a great deal of soul searching,

but the scorers unanimously agreed to the present scoring system. Some of the French scorers have complained about the difficulty of scoring some consonants--the "L" for example. Their feeling is that to score the production of the "L" as wrong, it must be virtually unintelligible.

Part B-1

This part consists of a reading selection with scoreable parts consisting of critical sounds, intonation of words or of sentences, etc. In the case of critical sounds in the reading passage, the scorers agreed that any acceptable native pronunciation would be scored right. This is in contrast to the scoring system used for Part A. Some scorers complained of words to be scored both for stress and a critical sound since they felt that this was "double jeopardy." Were the candidate to mispronounce the critical sound, he would doubtless throw off the stress. For the reading selection a global score is assigned. The score range is from 1 to 5. The extremes of the scale, "1" and "5", are rarely used. The majority of cases seem to fall in the "3" category. The scorers felt that "1" was almost impossible to give, since it would indicate a lack of intelligibility. They considered "2" a reading

that was difficult to understand but still intelligible and a "4" as near perfect. The rarely given "5" score was only occasionally attained by native speakers.

Part B-2

This part consists of a number of pictures with separate rating scales in four areas: Vocabulary, pronunciation, structure, and Fluency. In structure, the scorers indicated that a "1" was virtually never given. Were the candidate to place a subject and verb in the correct order, they felt it would warrant a "2". The category that seemed to cause most difficulty was fluency. A candidate might describe a picture in one or two sentences without hesitation and without mistakes. The scorers felt that a high grade "4" might be given in fluency, but that the candidate would be penalized on his vocabulary score since so brief a response would not allow him to use any but a limited vocabulary. In the vocabulary rating, the scorers indicated that for each picture, they would accumulate a lexicon at each score level; that is, the use of certain words would be typical of a "3" candidate, a more refined vocabulary a "4"; and the use of certain exactly appropriate words would indi-

cate a "5" speaker. This lexicon, unfortunately, appears to belong to the oral tradition since no one was aware of an existing written compilation of same. No one indicated any particular problems with the pronunciation ratings. The Spanish scorers agreed from the outset to accept and treat equally European and American Spanish pronunciation. The French indicated some slight problems with various French pronunciations, but offered no explanation of the manner in which they were resolved.

COMMON MATERIAL FOR SPEAKING TESTS

Global Rating Scale for Oral Reading Passages

Using the material read from the test booklet, rate the candidate's reading fluency on the following scale:

READING FLUENCY

- 5--Consistently fluent and natural, consistently accurate pronunciation of individual speech sounds, consistently appropriate intonation, rhythm and stress patterns. Performance like a native who reads well. Excellent.
- 4--Occasional deviation from the native features described as 5. Very rarely stumbles or has to repeat a word. Easily intelligible, and conveys

well the sense of the passage. Good to very good.

3--Frequent approximation of native features, with some stumblings and repetitions, but still intelligible and still conveying the meaning of the passage. Adequate.

2--Only occasional approximation of native features, with frequent stumblings, repetitions and exaggerated pauses. Intelligible with difficulty. Fair.

1--No ability at all to approximate native features and virtually unintelligible. Fails to convey the meaning of the passage. Failure.

Descriptions of Pictorial Material--Rating Scales

Rate the candidate's performance on each of the pictures using the four scales given below:

VOCABULARY

5--Consistent use of exactly appropriate words.

4--Frequent use of exactly appropriate words.

3--Adequate vocabulary.

2--Occasionally adequate vocabulary.

1--Inadequate.

PRONUNCIATION

5--Acceptable native standard, with no undesirable peculiarities.

4--Closely approximating 5, with rare deviations.

- 3--Easily identifiable deviation; no flagrant phonemic errors, but some allophonic inaccuracy.
- 2--Some flagrant phonemic errors and much allophonic inaccuracy.
- 1--Few or no phonemic contrasts made; all English sounds. (Note - might still be fluent speech.)

STRUCTURE

- 5--Complete mastery of the fundamental structure patterns of the language, including morphology and word order. Appropriate use of difficult and/or unusual patterns and idioms. Matches the speech of an articulate and educated native.
- 4--Very good command of grammatical structure and occasional use of difficult patterns and idioms. Lapses in morphology are rare.
- 3--Usable command of grammatical structure, with scant or no use of difficult or unusual patterns and idioms. Errors in verb forms, tense agreement, concordance in evidence, but the result is intelligible.
- 2--Insufficient command of grammatical structure, ability to deal only with the most elementary patterns and idioms, essentially transliteration of English structure.

- 1--Complete lack of ability to deal with the most elementary patterns and idioms.

FLUENCY

- 5--Unhesitating, confident, effortless. What pauses there are seem due to searching for the "right word." Gives the impression of the fluency of an articulate native.
- 4--Slight hesitation, no stumbling, appears to be confident and to speak without great effort.
- 3--Slight hesitation, occasional stumbling, evidence of effort, groping for words, but not lacking in confidence.
- 2--Hesitant, frequent pauses, occasional stumbles and obvious lack of confidence, but manages to continue.
- 1--Exceedingly halting, strained and stumbling.
Difficult or impossible to perceive continuity within his utterances.

SINGLE PICTURE DESCRIPTION

DIRECTIONS: In this part you will look at pictures and talk about them. You are to give a description of the scene, and, if you wish, make some comment about what the picture suggests. You will be given a few seconds to look at each picture, and then the tone that signals you to speak will sound. You may continue talking about the picture until you are told to stop. Now look at the first picture, and begin talking about it when the tone sounds. (TONE, 45 seconds) STOP.



* * *

PICTURE SEQUENCE NARRATIVE

DIRECTIONS: The next picture tells a simple story in several scenes. Look at the picture, and, when you hear the tone, tell the story that the scenes suggest. (TONE, 60 seconds) STOP.



* * *

PICTURE WITH INSTRUCTIONS

DIRECTIONS: This picture has special instructions printed beneath it. Read the instructions and begin speaking when you hear the tone.
(TONE, 90 seconds) STOP.



You are the person in the striped suit.
Your train leaves at 10:15, and you will
not be permitted to board the train with-
out a ticket. You must explain the situ-
ation to the first woman in the line.
Begin to speak when you hear the tone.

FRENCH

* * *

REPETITION OF SENTENCES

DIRECTIONS: In this part you will hear a series of sentences in French. As soon as each sentence is completed, the tone will sound, indicating that you are to repeat the sentences you have just heard.

"Ce conte est une fantaisie."

Scoring Key:

1 - 2

Ce conte est une fantaisie.

$\frac{1}{0}$ $\frac{2}{y}$

1. Base N----- 300
 Per cent correct----- 65%
 Item-test correlation-- .50

	Omit	Correct	Incorrect
Number	9	194	97
Mean Criterion Score	10.6	14.1	11.0

2. Base N----- 300
 Per cent correct----- 51%
 Item-test correlation-- .61

	Omit	Correct	Incorrect
Number	12	154	134
Mean Criterion Score	11.3	14.9	11.0

* * *

ORAL READING PASSAGE

DIRECTIONS: In this part you will read aloud one selection in French. You will have one minute to read the selection to yourself. Begin reading silently. (1 minute) STOP. At the tone, read the selection aloud at normal speed, and read it with the expression appropriate to the style and subject matter. (TONE, 2 minutes) STOP.

"----Jacqueline, s'est-on occupé du cadeau de mariage de la petite Renaut? dit Monsieur Galand à sa femme.
 ----Non, pas encore, mon ami. J'ai parcouru tous les magasins sans rien trouver. ..."

Scoring Key:

3 - 4

----Jacqueline, s'est-on occupé du cadeau

de mariage de la petite Renaut? dit

3
 Monsieur Galand a sa femme. ...

3
 rj

4
 sjø

3. Base N----- 300
 Per cent correct----- 65%
 Item-test correlation-- .77

	Omit	Correct	Incorrect
Number	0	195	105
Mean Criterion Score	0.0	14.8	9.7

4. Base N----- 300
 Per cent correct----- 79%
 Item-test correlation-- .54

	Omit	Correct	Incorrect
Number	0	236	64
Mean Criterion Score	0.0	13.8	10.1

Note - A global rating is also assigned for the oral reading passage. See pages 31-32 for a definition of this rating scale.

DESCRIPTION OF PICTORIAL MATERIAL (See pages 37-39)

GERMAN

* * *

REPETITION OF SENTENCES

DIRECTIONS: In this part you will hear a series of sentences in German. As soon as each sentence is completed, the tone will sound, indicating that you are to repeat the sentence you have just heard.

"Es kostet zehn Pfennig."

Scoring Key:

1 - 2

Es kostet zehn Pfennig. $\frac{1}{ts}$ $\frac{2}{pf}$

1. Base N----- 295
 Per cent correct----- 95%
 Item-test correlation-- .83

	Omit	Correct	Incorrect
Number	0	279	16
Mean Criterion Score	0.0	13.4	6.8

2. Base N----- 260
 Per cent correct----- 43%
 Item-test correlation-- .51

	Omit	Correct	Incorrect
Number	15	113	132
Mean Criterion Score	11.1	14.9	11.6

* * *

ORAL READING PASSAGE

DIRECTIONS: In this part you will read aloud two selections in German. Look at the first selection. You will have half a minute to read it to yourself. Begin reading silently. (30 seconds) STOP. At the tone, read the first selection aloud at normal speed, and read it with the expression appropriate to the style and subject matter. (TONE, 1 minute) STOP.

"Hallo" Frau Knoll? Hier Rosa Mayer."

"Ach, guten Tag, Frau Studienrat. Wie geht es heute?"

"Danke! Ich muss zugeben, ich bin etwas müde. Wir waren gestern abend in einem Nachtlokal. Waren Sie im Theater?"

"Wir haben Radio gehört. Wir hören fast alle Stationen Europas. Mein Mann geht spät abends nicht gerne aus; er ist am 1. Mai 65 Jahre geworden."

Scoring Key:

3 - 6

Ach, guten Tag, Frau Studienrat. ...	<u>3</u> ie
...Wir waren gestern abend in einem	
Nachtlokal. ...	<u>4</u> position of stress
...Wir horen fast alle Stationen	
Europas. Mein Mann geht spat abends	<u>5</u> tsion
nicht gerne aus; er ist am 1. Mai	
65 Jahre geworden.	<u>6</u> numeral (ersten)

3. Base N----- 295
Per cent correct----- 64%
Item-test correlation-- .57

	Omit	Correct	Incorrect
Number	1	190	104
Mean Criterion Score	5.0	14.3	10.6

4. Base N----- 295
Per cent correct----- 72%
Item-test correlation-- .58

	Omit	Correct	Incorrect
Number	2	213	80
Mean Criterion Score	7.5	14.1	10.3

5. Base N----- 295
Per cent correct----- 84%
Item-test correlation-- .73

	Omit	Correct	Incorrect
Number	1	249	45
Mean Criterion Score	8.0	13.9	8.4

6. Base N----- 295
 Per cent correct----- 75%
 Item-test correlation-- .82

	Omit	Correct	Incorrect
Number	1	221	73
Mean Criterion Score	10.0	14.4	8.8

Note - A global rating is also assigned for the oral reading passage. See pages 31-32 for a definition of this rating scale.

DESCRIPTION OF PICTORIAL MATERIAL (See pages 37-39)

ITALIAN

* * *

REPETITION OF SENTENCES

DIRECTIONS: In this part you will hear a series of sentences in Italian. As soon as each sentence is completed, the tone will sound, indicating that you are to repeat the sentence you have just heard.

"Vedrai come perderanno l'anello!"

Scoring Key:

1 - 2

Vedrai come perderanno l'anello!	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{1}{nn}$	$\frac{2}{11}$
----------------------------------	---------------	---------------	----------------	----------------

* * *

ORAL READING PASSAGE

DIRECTIONS: In this part you will read aloud one selection in Italian. You will have one minute to read the selection to yourself. Begin reading silently. (1 minute) STOP. At the tone, read the selection aloud at normal speed, and read it with the expression appropriate to the style and subject matter. (TONE, 2 minutes) STOP.

"I danni provocati dallo straripamento di fiumi e torrenti in seguito ai violenti nubifragi dei giorni scorsi ammontano a parecchie decine di milioni. La maggior parte delle strade sono tuttora impraticabili perchè allagate od ostruite dagli alberi sradicati dal vento. ..."

Scoring Key:

3 - 5

I danni provocati dallo straripamento	$\frac{3}{3}$	$\frac{4}{4}$	$\frac{3}{nn}$
di fiumi e torrenti in seguito ai			
violenti nubifragi dei giorni scorsi			$\frac{4}{t}$

ammontano a parecchie decine di
milioni. La maggior parte delle
strade sono tuttora impraticabili
perchè allagate od ostruite dagli
alberi sradicati dal vento. ...

$\frac{5}{99}$

Note - A global rating is also assigned for the oral reading passage. See pages 31-32 for a definition of this rating scale.

DESCRIPTION OF PICTORIAL MATERIAL (See pages 37-39)

RUSSIAN

* * *

REPETITION OF SENTENCES

DIRECTIONS: In this part you will hear a series of sentences in Russian. As soon as each sentence is completed, the tone will sound, indicating that you are to repeat the sentence you have just heard.

"Днем все работают."

Scoring Key:

1 - 2

Днем все работают.
1 2

1 2
dn' 2

1. Base N----- 245
Per cent correct----- 80%
Item-test correlation-- .51

	Omit	Correct	Incorrect
Number	1	195	49
Mean Criterion Score	6.0	13.7	10.3

2. Base N----- 245
Per cent correct----- 89%
Item-test correlation-- .65

	Omit	Correct	Incorrect
Number	1	217	27
Mean Criterion Score	6.0	13.6	8.8

* * *

ORAL READING PASSAGE

DIRECTIONS: In this part you will read aloud one selection in Russian. You will have one minute to read the selection to yourself. Begin reading silently. (1 minute) STOP. At the tone, read the selection aloud at normal speed, and read it with the expression appropriate to the style and subject matter. (TONE, 2 minutes) STOP.

- Эй, что с тобой, мальчик?
- Ничего.
- Так чего же ты плачешь? Пошли! Смотри, уже поздно, уже сад закрывается! ...

Scoring Key:

3 - 5		
- Эй, что с тобой, мальчик?	$\frac{3}{3}$	$\frac{1}{1}$
- Смотри, уже поздно, уже сад закрывается!	$\frac{4}{4}$	$\frac{5}{5}$
	$\frac{4}{2}$	$\frac{5}{ca}$

3.	Base N-----	245
	Per cent correct-----	54%
	Item-test correlation--	.49

	Omit	Correct	Incorrect
Number	0	132	113
Mean Criterion Score	0.0	14.4	11.3

4.	Base N-----	245
	Per cent correct-----	71%
	Item-test correlation--	.71

	Omit	Correct	Incorrect
Number	0	174	71
Mean Criterion Score	0.0	14.4	9.7

5.	Base N-----	245
	Per cent correct-----	60%
	Item-test correlation--	.61

	Omit	Correct	Incorrect
Number	0	148	97
Mean Criterion Score	0.0	14.6	10.6

Note - A global rating is also assigned for the oral reading passage. See pages 31-32 for a definition of this rating scale.

DESCRIPTION OF PICTORIAL MATERIAL (See pages 37-39)

SPANISH

* * *

REPETITION OF SENTENCES

DIRECTIONS: In this part you will hear a series of sentences in Spanish. As soon as each sentence is completed, the tone will sound, indicating that you are to repeat the sentence you have just heard.

"A mí lo mismo me da."

Scoring Key:

1 - 2

A mí lo mismo me da.	$\frac{1}{\bar{z}}$	$\frac{2}{\bar{d}}$
	$\frac{1}{\bar{z}}$	$\frac{2}{\bar{d}}$

1. Base N----- 300
Per cent correct----- 71%
Item-test correlation--.41

	Omit	Correct	Incorrect
Number	8	213	79
Mean Criterion Score	10.5	13.8	11.1

2. Base N----- 300
Per cent correct----- 53%
Item-test correlation--.60

	Omit	Correct	Incorrect
Number	18	160	122
Mean Criterion Score	10.5	14.8	11.0

* * *

ORAL READING PASSAGE

DIRECTIONS: In this part you will read aloud one selection in Spanish. You will have one minute to read the selection to yourself. Begin reading silently. (1 minute) STOP. At the tone, read the selection aloud at normal speed, and read it with the expression appropriate to the style and subject matter. (TONE, 2 minutes) STOP.

Juan: "Carlos, ¿qué te ha pasado? Llevamos cinco días esperándote en la clase de zoológia..."

Scoring Key:

3 - 4

Juan: "Carlos, ¿qué te ha pasado?" 3

6

Intonation

Llevamos cinco días

esperándote en la clase

de zoológia...." 4

4

s/θ

3.	Base N-----	300
	Per cent correct-----	60%
	Item-test correlation--	.40

	Omit	Correct	Incorrect
Number	0	181	119
Mean Criterion Score	0.0	14.1	11.3

4.	Base N-----	300
	Per cent correct-----	42%
	Item-test correlation--	.38

	Omit	Correct	Incorrect
Number	0	127	173
Mean Criterion Score	0.0	14.4	12.0

Note - A global rating is also assigned for the oral reading passage. See pages 31-32. for a definition of this rating scale.

DESCRIPTION OF PICTORIAL MATERIAL (See pages 37-39)

READING TEST

(Time: 40 minutes)

SUPERIOR: Ability to read almost as easily as in English material of considerable difficulty.

GOOD: Ability to read with immediate comprehension prose and verse of average difficulty and mature content.

MINIMAL: Ability to grasp directly (i.e., without translating) the meaning of simple, non-technical prose, except for an occasional word.

In this test the examinee is required to select the appropriate lexical, idiomatic, or structural completion for each of a number of incomplete sentences. A series of several short passages is presented, followed by a series of questions both on the meanings of words and phrases and on the contents of the selections as well. Several short excerpts of poetry are also presented.

F R E N C H

* * *

INCOMPLETE STATEMENTS

DIRECTIONS: Each of the sentences in this part contains a blank space indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the blank, best fits in with the meaning of the sentence as a whole. Then blacken the corresponding space on the answer sheet.

1. "Cet homme-là est dangereux pour la foi, ses discours l'hérésie."

- (A) démentent
- (B) flairent
- (C) frisent
- (D) écartent

Base N----- 300
Per cent correct----- 19%
Item-test correlation-- .56

	Omit	A	B	C*	D
Number	12	38	104	56	90
Mean Criterion Score	9.4	11.3	13.4	16.2	11.7

* * *

READING COMPREHENSION PASSAGES

DIRECTIONS: In the following passages, several words and phrases are underlined. These are repeated at the end of the passage, each followed by four words or phrases. In each case choose the word or phrase that could be substituted for the underlined words without changing the meaning of the sentence, and blacken the corresponding space on the answer sheet.

A number of incomplete statements, followed by four suggested completions, are also given after each passage. In each case select the answer that is best according to the passage, and blacken the corresponding space on the answer sheet.

"Alain poursuivit Anna dans Paris pendant deux jours, avec une impatience qu'exacerbaient les contretemps, sa maladresse et les malices du hasard. Il courut chez elle, pour la trouver absente, et la concierge ne sut rien lui dire, sinon qu'Anna était en voyage pour au moins trois jours. Alain devait partir pour le Brésil dans trois semaines. Ces trois jours lui semblèrent soudain une éternité. Au journal où Anna travaillait, on ne voulut rien dire par téléphone, sinon: écrivez, on fera suivre."

2. les contretemps

- (A) le mauvais temps
- (B) les contraventions
- (C) les incidents fâcheux
- (D) les enquêtes

Base N----- 300
Per cent correct----- 55%
Item-test correlation-- .67

	Omit	A	B	C*	D
Number	14	47	44	165	28
Mean Criterion Score	8.1	10.3	11.4	15.0	11.3

3. "L'impatience d'Alain s'explique par . . ."

- (A) son caractère bourru
- (B) la perte de son temps chez la concierge
- (C) son désir de vexer Anna
- (D) la courte durée de son séjour en France

Base N----- 300
Per cent correct----- 66%
Item-test correlation-- .33

	Omit	A	B	C	D*
Number	3	69	11	20	197
Mean Criterion Score	8.0	12.6	8.1	10.7	13.7

* * *

READING INTERPRETATION PASSAGES

DIRECTIONS: In each of the following questions you are asked to interpret a short passage. You are not expected to recognize the passage

or know the author; you are expected to answer each question on the basis of the passage alone. For each item choose the statement that comes closest to expressing the idea contained in the passage.

"Qui donc t'a pu créer, Sphinx étrange, ô Nature!
Et d'où t'ont pu venir tes sanglants appétits?
C'est pour les dévorer que tu fais tes petits,
Et c'est nous, tes enfants, qui sommes ta pâture:

Que t'importent nos cris, nos larmes et nos fièvres?
Impassible, tranquille, et ton beau front bruni
Par l'âge, tu t'étends à travers l'infini,
Toujours du sang aux pieds et le sourire aux lèvres!"

4. Le poète nous dit que

- (A) la vie vaut la peine
- (B) les hommes sont funestes les uns aux autres
- (C) la vie est une tragique ironie
- (D) nous devons suivre la nature

Base N----- 300
Per cent correct----- 71%
Item-test correlation-- .60

	Omit	A	B	C*	D
Number	10	26	14	178	23
Mean Criterion Score	11.7	10.7	11.9	14.8	9.9

GERMAN

* * *

INCOMPLETE STATEMENTS

DIRECTIONS: Each of the sentences in this part contains a blank space indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the blank, best fits in with the meaning of the sentence as a whole. Then blacken the corresponding space on the answer sheet.

1. "Ich habe Beweise dafür, dass er mir Schwierigkeiten macht."

- (A) absichtlich
- (B) gewissenhaft
- (C) unerkannt
- (D) unerwartet

Base N----- 300
Per cent correct----- 54%
Item-test correlation-- .73

	Omit	A*	B	C	D
Number	5	162	51	36	46
Mean Criterion Score	11.6	15.1	10.4	9.8	11.0

* * *

READING COMPREHENSION PASSAGES

DIRECTIONS: In the following passages, several words and phrases are underlined. These are repeated at the end of the passage, each followed by four words or phrases. In each case choose the word or phrase that could be substituted for the underlined words without changing the meaning of the sentence, and blacken the corresponding space on the answer sheet.

A number of incomplete statements, followed by four suggested completions, are also given after each passage. In each case select the phrase which best completes the statement according to the passage, and blacken the corresponding space on the answer sheet.

..."Madame, wenn ein Mensch sich totschiessen will, so hat er dazu immer gute Gründe, darauf können Sie sich verlassen. Aber ob er selbst diese Gründe kennt, das ist die Frage. Bis auf den letzten Augenblick spielen wir Komödie mit uns selber. Wir maskieren sogar unser Elend, und während wir an einer Brustwunde sterben, klagen wir über Zahnweh. ..."

2. gute

- (A) hinfällige
- (B) langwierige
- (C) ausreichende
- (D) moralische

Base N----- 300
Per cent correct----- 50%
Item-test correlation-- .58

	Omit	A	B	C*	D
Number	4	49	11	149	87
Mean Criterion Score	10.0	12.8	11.3	14.9	10.3

3. Der Ausdruck: "Wir spielen Komödie mit uns selber" enthält den Gedanken, dass

- (A) wir alles zu leicht nehmen
- (B) wir uns selber täuschen
- (C) wir das Schwerste mit Humor ertragen können
- (D) das Leben eien Komödie ist

Base N----- 300
Per cent correct----- 57%
Item-test correlation-- .67

	Omit	A	B*	C	D
Number	3	26	172	51	48
Mean Criterion Score	9.3	11.5	14.8	9.7	10.9

* * *

READING INTERPRETATION PASSAGES

DIRECTIONS: In each of the following questions you are asked to interpret a short passage. You are not expected to recognized the passage or know the author; you are expected to answer each question on the basis of the

passage alone. For each item choose the statement that comes closest to expressing the idea contained in the passage.

"Alles geben die Götter, die unendlichen, Ihren Lieblingen ganz, Alle Freuden, die unendlichen, Alle Schmerzen, die unendlichen, ganz."

4. (A) Die Götter geben ohne Ende, wenn man sie liebt.
- (B) Die Freuden und Schmerzen der Götter sind unbegrenzt.
- (C) Die von den Göttern Bevorzugten dürfen Freude und Schmerz voll erleben.
- (D) Wenn man an die Götter glaubt, kann man die grössten Gegensätze ertragen.

Base N----- 300
Per cent correct----- 46%
Item-test correlation-- .58

	Omit	A	B	C*	D
Number	1	44	63	113	26
Mean Criterion Score	12.0	12.0	12.4	15.5	10.3

ITALIAN

* * *

INCOMPLETE STATEMENTS

DIRECTIONS: Each of the sentences in this part contains a blank space indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the blank, best fits in with the meaning of the sentence as a whole. Then blacken the corresponding space on the answer sheet.

1. "Tra quegli orfani era Piero che dovette al più presto sorella maestra nell'aiutare la casa."

- *(A) affiancarsi alla
- (B) ribellarsi alla
- (C) dipendere dalla
- (D) bisticciare colla

* * *

READING COMPREHENSION PASSAGES

DIRECTIONS: In each of the following passages, several words and phrases are underlined. These are repeated at the end of the passage, each followed by four words or phrases. In each case choose the word or phrase that is closest in meaning to the one underlined, according to the passage, and blacken the corresponding space on the answer sheet.

A number of incomplete statements, followed by four suggested completions, are also given after each passage. In each case select the answer that is best according to the passage, and blacken the corresponding space on the answer sheet.

"La poesia cerca sovente di rinverginarsi, ricorrendo al simbolismo, alle memorie dell'infanzia e anche ai miti. Confessa di sentire in queste forme spirituali un'alta tensione immaginativa che le fa gola, e s'illude che per derivare questa tensione nel suo

campo basti un atto della volontà. Ricalca le forme del mito e del simbolo, sperando che in esse torni a battere magicamente il cuore. Ma dimentica che essa sa d'inventare, e che il mito vive invece di fede. ..."

2. le fa gola

- (A) le fa violenza
- * (B) essa desidera
- (C) la divora
- (D) la rende sfrenata

3. Le parole "nel suo campo" (linea 5 & 6) si riferiscono al campo

- * (A) della poesia
- (B) di chi legge
- (C) della tensione
- (D) della volontà

* * *

READING INTERPRETATION PASSAGES

DIRECTIONS: In each of the following questions you are asked to interpret a short passage. You are not expected to recognize the passage or know the author; you are expected to answer each question on the basis of the passage alone. For each item choose the statement that comes closest to expressing the idea contained in the passage.

"...e non vedean che il bianco
dei marmi al sole, i due pensosi vecchi.
Eppur di là l'alterna eco d'un inno
giungeva al cuore, o forse era nel cuore.
Da destra il giorno si movea col sole,
portando il canto e l'opere di vita,
verso sinistra, al mesto occaso, donde
co' suoi pianeti si volgea la notte
tornando all'alba e conducendo i sogni,
echi e fantasmi d'opere canore.
Fluiva il giorno, rifluisce la notte.
Sotto il giorno e la notte, e la vicenda
di luce e d'ombra, di speranze e sogno,
stava la terra immobile. Ma il coro era più rapido,
era più rapido. Arrivava un'onda
dal mare, un'altra ritornava al mare.
Era la vita.

4. L'idea dominante di questa poesia è

- (A) l'inutilità della vita
- (B) la decadenza fisica della vecchiaia
- (C) la morte
- *(D) il ritmo della vita

RUSSIAN

* * *

INCOMPLETE STATEMENTS

DIRECTIONS: Each of the sentences in this part contains a blank space indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the blank, best fits in with the meaning of the sentence as a whole. Then blacken the corresponding space on the answer sheet.

1. Русские не . . . духом, быстро принялись за пополнение армии и вооружение ее.

- (A) бежали
- (B) пали
- (C) осадили
- (D) владели

Base N----- 250
Per cent correct----- 36%
Item-test correlation-- .62

	Omit	A	B*	C	D
Number	13	38	90	47	61
Mean Criterion Score	9.3	10.5	15.6	11.9	12.5

* * *

READING COMPREHENSION PASSAGES

DIRECTIONS: In the following passages, several words and phrases are underlined. These are repeated at the end of the passage, each followed by four words or phrases. In each case choose the word or phrase that could be substituted for the underlined words without changing the meaning of the sentence, and blacken the corresponding space on the answer sheet.

A number of incomplete statements, followed by four suggested completions, are also given after each passage. In each case select the answer that is best according to the passage, and blacken the corresponding space on the answer sheet.

Старцев бывал в разных домах и встречал много людей, но ни с кем не сходилась близко. Обыватели своими разговорами, взглядами на жизнь и даже своим видом раздражали его. Опыт научил его мало-помалу, что пока с обывателем играешь в карты или закусываешь с ним, то это мирный, благодушный и даже не глупый человек, но стоит только заговорить с ним о чем-нибудь несъедобном, например, о политике или науке, как он становится втупик и заводит такую философию, тупую и злую, что остается только рукой махнуть и отойти...

1. раздражали

- (A) пугали
- (B) развлекали
- (C) возмущали
- (D) очаровывали

Base N----- 250
Per cent correct----- 36%
Item-test correlation-- .49

	Omit	A	B	C*	D
Number	18	52	53	90	36
Mean Criterion Score	7.9	13.2	11.6	15.1	12.4

3. Старцев часто ходил в гости и

- (A) получал удовольствие от бесед с обывателями
- (B) восхищал обывателей своими разговорами
- (C) убедился в умственной ограниченности обывателей
- (D) наблюдал, как закусывая, обыватели машут руками

Base N----- 225
Per cent correct----- 59%
Item-test correlation-- .31

	Omit	A*	B	C	D
Number	0	133	20	15	57
Mean Criterion Score	0.0	13.8	11.7	12.0	11.8

* * *

READING INTERPRETATION PASSAGES

DIRECTIONS: In each of the following questions you are asked to interpret a short passage. You are not expected to recognize the passage or know the

author; you are expected to answer each question on the basis of the passage alone. For each item choose the statement that comes closest to expressing the idea contained in the passage.

" . . . Коль человек полюбит раз,
Духовным оком, вещим слухом
Он видит нас, он слышит нас.
К чему ж писать? Я слышу, вижу."
Так думал я, и потому,
Совсем не веруя письму,
Я переписку ненавижу.

4. Поэт ненавидит переписку, потому что

- (A) он не верит глазам
- (B) он часто видится с любимой
- (C) любимая не отвечает на его письма
- (D) ему воображения достаточно

Base N----- 250
Per cent correct----- 38%
Item-test correlation-- .34

	Omit	A	B	C	D*
Number	3	22	26	33	51
Mean Criterion Score	13.0	14.0	13.1	13.6	15.7

SPANISH

* * *

INCOMPLETE STATEMENTS

DIRECTIONS: Each of the sentences in this part contains a blank space indicating that a word or phrase has been omitted. From the four choices select the one which, when inserted in the blank, best fits in with the meaning of the sentence as a whole. Then blacken the corresponding space on the answer sheet.

1. "Al sonreírle tristemente la muchacha, sus pupilas como cabezas de alfileres le evitaban."

- (A) menudas
- (B) traviesas
- (C) dilatadas
- (D) listas

Base N----- 300
Per cent correct----- 16%
Item-test correlation-- .44

	Omit	A*	B	C	D
Number	3	47	33	189	28
Mean Criterion Score	13.0	15.7	12.4	12.9	9.9

* * *

READING COMPREHENSION PASSAGES

DIRECTIONS: In the following passages, several words and phrases are underlined. These are repeated at the end of the passage, each followed by four words or phrases. In each case choose the word or phrase that could be substituted for the underlined words without changing the meaning of the sentence, and blacken the corresponding space on the answer sheet.

A number of incomplete statements, followed by four suggested completions, are also given after each passage. In each case

select the answer that is best according to the passage, and blacken the corresponding space on the answer sheet.

"Cuando supo Pachico por una carta la muerte de Ignacio, dióle un vuelco el corazón; se dijo ¡pobrecillo! y fuese a casa, en la que se encerró para dejar correr libres sus lágrimas allí, donde nadie le viera llorar. Entonces descubrió cuánto le había querido, y espoleando al llanto, para hallar en éste un recogido deleite de abandono y de fusión de afectos, perdióse en imaginaciones vagas ...

Cuando salió de casa, tenía los ojos enjutos y el pecho tranquilo. Al ver gente, sintió en el alma una frescura que le hizo recogerse, volver en sí, envolverse en su rigidez habitual, satisfecho de haber desahogado su ternura a solas, saboreando el dejo de aquella hora de abandono. Todo el resto del día se lo pasó ratiocinando sobre la muerte de su pobre amigo."

2. fuese

- (A) hubiera ido
- (B) se marchó
- (C) habría ido
- (D) fuera

Base N----- 300
Per cent correct----- 52%
Item-test correlation-- .41

	Omit	A	B*	C	D
Number	3	33	155	8	100
Mean Criterion Score	5.3	11.2	14.3	9.1	12.2

3. El tener los ojos enjutos y el pecho tranquilo significaba que Pachico

- (A) seguía en conflictos interiores
- (B) ya no pensaba en Ignacio
- (C) se había desahogado a satisfacción
- (D) era un hombre de carácter frío y racional

Base N----- 300
Per cent correct----- 64%
Item-test correlation-- .57

	Omit	A	B	C*	D
Number	4	67	19	189	17
Mean Criterion Score	8.5	11.1	10.8	14.4	10.1

* * *

READING INTERPRETATION PASSAGES

DIRECTIONS: In each of the following questions you are asked to interpret a short passage. You are not expected to recognize the passage or know the author; you are expected to answer each question on the basis of the passage alone. For each item choose the statement that comes closest to expressing the idea contained in the passage.

"Yo refrené mis ansias de conocerlo todo . . .
Hoy gusto de ir sin brújula, extraviado el camino,
con la frente a los cierzos y los pies en el lodo;
sin brújula y a tientas,
sin rumbo ni destino,
ignorando qué auroras, sin saber qué tormentas
me depara el misterio vespertino.

4. El poeta nos dice que

- (A) se preocupa por el futuro
- (B) anda mirando hacia el cielo
- (C) ya no lucha por descifrar el misterio
- (D) ha encontrado el camino que le gusta

Base N----- 300
Per cent correct----- 49%
Item-test correlation-- .51

	Omit	A	B	C*	D
Number	7	33	23	89	31
Mean Criterion Score	12.9	12.9	11.6	15.9	13.2

WRITING TEST

(Time: 45 minutes)

SUPERIOR: Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.

GOOD: Ability to write a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom and syntax.

MINIMAL: Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.

The Writing Test requires the examinee to complete two or more short texts in which words have been omitted. He completes the texts by writing for each omission, on a separate answer sheet, a single word which is appropriate both in meaning and form. (The Russian Test differs slightly from the tests in the other languages; in the first text in this part of the Writing Test, the base form of each omitted word or phrase is supplied, and the examinee is to write the correct, inflected form on the answer sheet.)

The second part of the Writing Test consists of two or more poorly written texts which contain grammatical, lexical, or idiomatic errors. The examinee is to correct these errors directly on the printed text. He is scored right for each error properly corrected, and wrong for each error improperly corrected or unnoticed. Credit is not given for performance on parts of the test containing no planned errors. (The Russian Test again differs slightly in that the errors in the first text are identified by underlining.)

GENERAL SCORING GUIDELINES--WRITING TESTS

Part A

For Part A, only a limited number of extra acceptable responses was discovered over the years and these are listed in Supplementary Information Sheets, separately provided.

Part B

Part B contains a number of difficulties. As originally intended, only the underlines were to be rewritten, but since the underlines do not appear in the Candidates Booklet, all kinds of responses had to be dealt with. A basic rule agreed upon by the scorers was that any error occurring in a non-underlined part was to be ignored. This is analogous

to the scoring system for Part A (the mimicry section) of the Speaking Test. Each scoreable item (underline) must be completely and unequivocally correct. The revision should create no change whatsoever in the original meaning of the statement. The difficulty here occurs when the candidates make substantial changes in the original and the scorers cannot recognize where the underline might have been.

It is interesting to note that over the years relatively few additional correct responses have been accepted.

FRENCH

* * *

PARAGRAPH COMPLETION

DIRECTIONS: In the two passages printed below, each numbered line replaces a word that has been omitted. Complete the text by writing, after the corresponding number on the separate answer sheet, a single French word or contracted form which is correct, as well as appropriate in meaning.

1 - 4

"A un certain moment, le surveillant fut appelé à l'intérieur de la boutique; il n'y resta qu'un instant, puis revint s'asseoir sur sa chaise; mais cet instant avait suffi 1 permettre à l'enfant 2 glisser dans la poche de son manteau le livre 3 il tenait 4 main. ..."

Scoring Key:

1. pour
2. de
3. qu'
4. en

1. Base N----- 300
Per cent correct----- 48%
Item-test correlation-- .35

	Omit	Correct	Incorrect
Number	5	145	150
Mean Criterion Score	5.0	14.2	12.2

2. Base N----- 300
Per cent correct----- 77%
Item-test correlation-- .72

	Omit	Correct	Incorrect
Number	9	231	60
Mean Criterion Score	4.7	14.1	9.9

3. Base N----- 300
Per cent correct----- 84%
Item-test correlation-- .57

	Omit	Correct	Incorrect
Number	4	253	43
Mean Criterion Score	7.5	13.7	9.6

4. Base N----- 300
 Per cent correct----- 17%
 Item-test correlation-- .44

	Omit	Correct	Incorrect
Number	2	50	248
Mean Criterion Score	3.5	15.6	12.6

* * *

INTERLINEAR EXERCISES

DIRECTIONS: Printed below are two poorly written passages. You are to treat them as though they were student compositions, and to revise them so that they conform to standard French. Do not omit any ideas and do not add any ideas not now present. You should, however, change words which do not express ideas correctly, and delete words or phrases wherever it is necessary.

In many of the sentences you will find words and phrases which are correct as they now stand. Leave such parts alone and concentrate on finding places that need changing.

Corrections should be made by crossing out the word, phrase, or punctuation mark you wish to change and writing your own version above it. Make sure that what you intend is clear and unmistakable.

You are advised to read each passage through quickly before starting to make corrections.

A sample portion of a corrected English exercise is printed in the box below.

Queen Elizabeth the First

Sample:

Never had the fortunes of England ^{fallen} fell to a lower
^{than} ebb ^{ascended} at the moment when Elizabeth ^{ascended} the throne. The
country was humiliated by defeat, torn by ^{disension} ~~distension~~, and
threatened by danger from the without. England's hope lay
^{in her} through ~~their~~ queen. Elizabeth (not only was) the daughter
of Henry, but also the daughter of Anne Boleyn.

5 - 10

"... L'enfance que je me souviens, c'est une maison
dans le Vercors, pendant le guerre. Nous habitions
Lyon. Mon père avait une usine à la Savoie. Parce
que j'étais fatiguée, je crois, nous vivions pour
moitié en campagne. J'étais très heureuse, très
spoliée. Pourtant, au même temps, elle était une
enfance assez solitaire."

Scoring Key:

dont
... L'enfance que je me souviens, c'est une maison
5
dans le Vercors, pendant la guerre. Nous habitions
Lyon. Mon père avait une usine ^{en} à la Savoie. Parce
6
que j'étais fatiguée, je crois, nous vivions pour
à la
moitié en campagne. J'étais très heureuse, très
7 (j'étais une enfant)
gâtée en c'
spoliée. Pourtant, au même temps elle était une
8 9 10
enfance assez solitaire.

5. Base N----- 300
 Per cent correct----- 44%
 Item-test correlation-- .86

	Omit	Correct	Incorrect
Number	0	132	168
Mean Criterion Score	0.0	16.1	10.6

6. Base N----- 300
 Per cent correct----- 31%
 Item-test correlation-- .69

	Omit	Correct	Incorrect
Number	0	92	208
Mean Criterion Score	0.0	16.2	11.6

7. Base N----- 300
 Per cent correct----- 44%
 Item-test correlation-- .41

	Omit	Correct	Incorrect
Number	0	132	168
Mean Criterion Score	0.0	14.5	11.9

8. Base N----- 300
 Per cent correct----- 43%
 Item-test correlation-- .76

	Omit	Correct	Incorrect
Number	0	130	170
Mean Criterion Score	0.0	15.8	10.9

9. Base N----- 300
 Per cent correct----- 20%
 Item-test correlation-- .75

	Omit	Correct	Incorrect
Number	0	60	240
Mean Criterion Score	0.0	17.2	12.0

10. Base N----- 300
 Per cent correct----- 54%
 Item-test correlation-- .57

	Omit	Correct	Incorrect
Number	1	161	138
Mean Criterion Score	11.0	14.7	11.0

GERMAN

* * *

PARAGRAPH COMPLETION

DIRECTIONS: In the three passages printed below, each numbered line replaces a word that has been omitted. Complete the text by writing after the corresponding number on the separate answer sheet a single German word which is appropriate both in meaning and form.

1 - 3

"... Die ersten Menschen, die den Mond betreten, werden eine Welt von unvorstellbarer Öde entdecken.
1 diesem längst toten Weltkörper, der fünfmal
2 gross ist 3 die Vereinigten Staaten, werden die Forscher kaum eine Farbe finden ausser dem bräunlichen Grau des Staubes, der alles bedeckt. ..."

Scoring Key:

1. Auf
2. so
3. wie

1. Base N----- 300
 Per cent correct----- 51%
 Item-test correlation-- .74

	Omit	Correct	Incorrect
Number	12	150	135
Mean Criterion Score	8.2	15.4	11.0

2. Base N----- 300
 Per cent correct----- 79%
 Item-test correlation-- .75

	Omit	Correct	Incorrect
Number	14	234	48
Mean Criterion Score	9.3	14.2	8.9

3. Base N----- 300
 Per cent correct----- 66%
 Item-test correlation-- .65

	Omit	Correct	Incorrect
Number	11	194	90
Mean Criterion Score	7.3	14.6	10.8

* * *

INTERLINEAR EXERCISE

DIRECTIONS: Printed below is a poorly written passage. You are to treat it as though it were a student composition, and to revise it so that it conforms to standard German. Do not omit any ideas and do not add any ideas not now present. You should, however, change words which do not express ideas correctly, and add or delete words or phrases wherever it is necessary.

In many of the sentences you will find words and phrases which are correct as they now stand. Leave such parts alone and concentrate on finding places that need changing.

Corrections should be made by crossing out the word, phrase, or punctuation mark you wish to change and writing your own version above it. Make sure that what you intend is clear and unmistakable.

You are advised to read the passage through quickly before starting to make corrections.

A sample portion of a corrected English exercise is printed in the box below.

Queen Elizabeth the First

Sample:

Never had the fortunes of England ^{fallen} ~~fell~~ to a lower
^{than} ~~ebb~~ at the moment when Elizabeth ^{ascended} ~~ascends~~ the throne. The
country was humiliated by defeat, torn by ^{disunion} ~~distension~~, and
threatened by danger from the without. England's hope lay
^{in her} ~~through their~~ queen. Elizabeth (not only was) the daughter
of Henry, but also the daughter of Anne Boleyn.

4 - 7

"... Als nun diese Eleanor mich ins Gespräch ziehen wollte, versuchte der Kellner sie zu erklären, das ich ein einziges Wort Englisch nicht kannte. ..."

Scoring Key:

... Als nun diese Eleanor mich ins Gespräch ziehen

wollte, versuchte der Kellner sie zu erklären, das

ihr

dass

4

5

nicht ein einziges Wort Englisch

kein einziges Wort Englisch konnte

ich ein einziges Wort Englisch nicht kannte. ...

6

7

4. Base N----- 300
Per cent correct----- 51%
Item-test correlation-- .75

	Omit	Correct	Incorrect
Number	0	152	148
Mean Criterion Score	0.0	15.3	10.6

5. Base N----- 300
Per cent correct----- 54%
Item-test correlation-- .66

	Omit	Correct	Incorrect
Number	0	161	139
Mean Criterion Score	0.0	14.9	10.8

6. Base N----- 300
Per cent correct----- 67%
Item-test correlation-- .79

	Omit	Correct	Incorrect
Number	0	201	99
Mean Criterion Score	0.0	14.7	9.5

7. Base N----- 300
Per cent correct----- 37%
Item-test correlation-- .46

	Omit	Correct	Incorrect
Number	1	110	189
Mean Criterion Score	20.0	14.9	11.9

ITALIAN

* * *

PARAGRAPH COMPLETION

DIRECTIONS: In the two passages printed below, each numbered line replaces a word that had been omitted. Complete the text by writing, after the corresponding number on the separate answer sheet, a single Italian word or contracted form which is correct, as well as appropriate in meaning.

1 - 5

"La maggior 1 di queste esplorazioni avevano lo scopo di trovare il passaggio alle Indie attraverso le terre nuovamente scoperte. Intanto però cominciavano ad 2 conosciute dai dotti le lettere in 3 Amerigo Vespucci narrava le sue avventure, ed in una 4 quali egli designava 5 nome di nuovo mondo una terra assai estesa che a sud-ovest sbarrava il cammino verso le Indie."

Scoring Key:

1. parte
2. esser/essere
3. cui
4. delle
5. col/con il

* * *

INTERLINEAR EXERCISES

DIRECTIONS: Printed below are three poorly written passages. You are to treat them as though they were student compositions, and to revise them so that they conform to standard Italian. Do not omit any ideas and do not add any ideas not now present.. You should, however, change words which do not express ideas correctly, and add or delete words or phrases wherever it is necessary.

In many of the sentences you will find words and phrases which are correct as they now stand. Leave such parts alone and concentrate on finding places that need changing.

Corrections should be made by crossing out the word, phrase, or punctuation mark you wish to change and writing your own version above it. Make sure that what you intend is clear and unmistakable.

You are advised to read each passage through quickly before starting to make corrections.

A sample portion of a corrected English exercise is printed in the box below.

Queen Elizabeth the First

Sample:

Never had the fortunes of England ^{fallen} fell to a lower
^{Then} ebb at the moment when Elizabeth ^{ascended} ascends the throne. The
country was humiliated by defeat, torn by ^{discension} distension, and
threatened by danger from the without. England's hope lay
^{in her} through their queen. Elizabeth (not only was) the daughter
of Henry, but also the daughter of Anne Boleyn.

6 - 12

"Uno di quelli giorni don Fabrizio ebbe ricevuto una lettera dal prefetto di Girgenti, redatto in stilo di estrema cortesia, che le annunziava l'arrivo a Donnafugata del cavaliere Aimone Chevalley di Monterzuolo, segretario dalla prefettura."

Scoring Key: quei

Uno di quelli ^{aveva} giorni don Fabrizio ebbe ricevuto una

lettera dal prefetto di Girgenti, redatto ^{redatta} in stilo ^{stile}

di estrema cortesia; che ^{gli} le ¹⁰ annunziava l'arrivo a

Donnafugata del cavaliere Aimone Chevalley di

Monterzuolo, segretario ^{segretario della} dalla ¹¹ prefettura ¹²

RUSSIAN

* * *

INCOMPLETE STATEMENTS AND PARAGRAPHS

DIRECTIONS: In the sentences and paragraphs printed below, each numbered line replaces a word or phrase that has been omitted. Complete the text by writing, after the corresponding number on the separate answer sheet, the missing words in proper grammatical forms as demanded by the context, or as indicated by the Russian word or words printed below the lines.

1 - 3. Я 1 я провел пять 2 во
(прошлый год) (месяц)
3
(Франция)

Scoring Key:

1. прошлом году.
2. месяцев
3. Франции

1. Base N----- 245
Per cent correct----- 78%
Item-test correlation-- .80

	Omit	Correct	Incorrect
Number	0	190	55
Mean Criterion Score	0.0	14.2	8.8

2. Base N----- 245
Per cent correct----- 69%
Item-test correlation-- .69

	Omit	Correct	Incorrect
Number	0	170	75
Mean Criterion Score	0.0	14.4	9.8

3. Base N----- 245
Per cent correct----- 81%
Item-test correlation-- .75

	Omit	Correct	Incorrect
Number	0	199	46
Mean Criterion Score	0.0	14.0	8.6

- 4 - 7. Тютчев родился в 1803 году и 4 в 1873, в
возрасте семидесяти 5. Он часто 6
за границу и долго жил 7 юге Германии...

Scoring Key:

4. умер
5. лет
6. ездил
7. на

4. Base N----- 245
Per cent correct----- 75%
Item-test correlation-- .82

	Omit	Correct	Incorrect
Number	16	182	45
Mean Criterion Score	7.5	14.5	9.4

5. Base N----- 245
Per cent correct----- 72%
Item-test correlation-- .72

	Omit	Correct	Incorrect
Number	24	174	47
Mean Criterion Score	8.5	14.5	10.2

6. Base N----- 245
Per cent correct----- 36%
Item-test correlation-- .77

	Omit	Correct	Incorrect
Number	12	87	143
Mean Criterion Score	8.1	16.3	11.6

7. Base N----- 245
Per cent correct----- 72%
Item-test correlation-- .62

	Omit	Correct	Incorrect
Number	4	172	64
Mean Criterion Score	9.5	14.3	10.3

* * *

INTERLINEAR EXERCISES

DIRECTIONS: Printed below are two poorly written paragraphs. You are to treat them as though they were student compositions, and to revise them so that they conform to standard Russian. In the first of these paragraphs, the words

or phrases to be revised are underlined.
In the second paragraph, they are not indicated.

In making revisions, do not add or delete any words except particles and prepositions required for correct sentence structure, and change only those words or phrases which are incorrect.

Corrections should be made by crossing out the word, phrase, or punctuation mark you wish to change and writing your own version above it. Make sure that what you intend is clear and unmistakable.

You are advised to read each paragraph through quickly before starting to make corrections.

A sample portion of a corrected English exercise is printed in the box below.

Queen Elizabeth the First

Sample:

Never had the fortunes of England ^{fallen} fell to a lower
^{than} ebb ^{ascended} at the moment when Elizabeth ascends the throne. The
country was humiliated by defeat, torn by ^{dissension} ~~distension~~, and
threatened by danger from the without. England's hope lay
^{in her} through ~~their~~ queen. Elizabeth (not only was) the daughter
of Henry, but also the daughter of Anne Boleyn.

8 - 9. Весна, лето, осень, зима - четыре время года.

Зимой дни становят короче, а ночи длиннее...

Scoring Key:

8. времени
9. становятся

8. Base N----- 245
Per cent correct----- 73%
Item-test correlation-- .63

	Omit	Correct	Incorrect
Number	0	178	67
Mean Criterion Score	0.0	14.1	10.0

9. Base N----- 245
Per cent correct----- 63%
Item-test correlation-- .51

	Omit	Correct	Incorrect
Number	6	85	154
Mean Criterion Score	6.5	11.2	14.2

10 - 14. Живет Сережа с мамой и тетей Пашей. В доме у их три комнат. В одну спит Сережа с мамой, в другом - тетя Паша, а третья столовой...

Scoring Key:

Живет Сережа с мамой и тетей Пашей. В доме у них 10
(комнаты) (одной)
три комнат. В одну спит Сережа с мамой, в 11 12
(другой) (столовая)
другом - тетя Паша, а третья столовой...
13 14

10. Base N----- 245
Per cent correct----- 78%
Item-test correlation-- .51

	Omit	Correct	Incorrect
Number	0	190	55
Mean Criterion Score	0.0	13.8	10.3

11. Base N----- 245
Per cent correct----- 76%
Item-test correlation-- .58

	Omit	Correct	Incorrect
Number	0	187	58
Mean Criterion Score	0.0	13.9	10.0

12. Base N----- 245
 Per cent correct----- 60%
 Item-test correlation-- .83

	Omit	Correct	Incorrect
Number	0	148	97
Mean Criterion Score	0.0	15.1	9.7

13. Base N----- 245
 Per cent correct----- 60%
 Item-test correlation-- .83

	Omit	Correct	Incorrect
Number	0	146	99
Mean Criterion Score	0.0	15.1	9.9

14. Base N----- 245
 Per cent correct----- 62%
 Item-test correlation-- .74

	Omit	Correct	Incorrect
Number	0	153	92
Mean Criterion Score	0.0	14.8	10.0

SPANISH

* * *

PARAGRAPH COMPLETION

DIRECTIONS: In the two passages printed below, each numbered line replaces a word that has been omitted. Complete the text by writing after the corresponding number on the separate answer sheet a single Spanish word which is appropriate both in meaning and form.

1 - 3

" 1 probable que las naciones de Europe Occidental
2 el mes próximo un primer paso importante 3
 la creación de un vasto mercado común, libre de
 restricciones aduaneras. ..."

Scoring Key:

1. es/será
2. den
3. hacia/en/para

1. Base N----- 300
 Per cent correct----- 96%
 Item-test correlation--

	Omit	Correct	Incorrect
Number	1	287	12
Mean Criterion Score	2.0	13.2	8.3

2. Base N----- 300
 Per cent correct----- 8%
 Item-test correlation-- .65

	Omit	Correct	Incorrect
Number	2	23	275
Mean Criterion Score	6.5	17.8	12.6

3. Base N----- 300
 Per cent correct----- 66%
 Item-test correlation-- .54

	Omit	Correct	Incorrect
Number	4	199	97
Mean Criterion Score	5.8	14.2	10.8

* * *

INTERLINEAR EXERCISES

DIRECTIONS: Printed below are two poorly written passages. You are to treat them as though they were student compositions, and to revise them so that they conform to standard Spanish. Do not omit any ideas and do not add any ideas not now present. You should, however, change words which do not express ideas correctly, and add or delete words or phrases wherever it is necessary.

In many of the sentences you will find words and phrases which are correct as they now stand. Leave such parts alone and concentrate on finding places that need changing.

Corrections should be made by crossing out the word, phrase, or punctuation mark you wish to change and writing your own version above it. Make sure that what you intend is clear and unmistakable.

You are advised to read each passage through quickly before starting to make corrections.

A sample portion of a corrected English exercise is printed in the box below.

Queen Elizabeth the First

Sample:

Never had the fortunes of England ^{fallen} fell to a lower
^{than} ebb ^{ascended} at the moment when Elizabeth ascends the throne. The
country was humiliated by defeat, torn by ^{disension} distension, and
threatened by danger from the without. England's hope lay
^{in her} through their queen. Elizabeth (not only was) the daughter
of Henry, but also the daughter of Anne Boleyn.

This paragraph contains simple grammatical errors in tense, word form, or word choice.

4 - 7

"Durante este período, su genio literario, como ya
hayamos indicado, pareció completamente adormecida.
Su silencio estaba interrumpido sólo por alguno que
otra poesía. ..."

Scoring Key:

Durante este período, su genio literario, como ya

hemos
habíamos
hayamos indicado, pareció completamente adormecido
4 5

fue
era
Su silencio estaba interrumpido sólo por
6

alguno que otro poema
alguna que otra poesía
alguno que otra poesía. ...
7

4. Base N----- 300
Per cent correct----- 73%
Item-test correlation-- .57

	Omit	Correct	Incorrect
Number	1	218	81
Mean Criterion Score	9.0	14.0	10.3

5. Base N----- 300
Per cent correct----- 56%
Item-test correlation-- .60

	Omit	Correct	Incorrect
Number	0	168	132
Mean Criterion Score	0.0	14.7	10.8

6. Base N----- 300
Per cent correct----- 33%
Item-test correlation-- .58

	Omit	Correct	Incorrect
Number	1	100	199
Mean Criterion Score	9.0	15.6	11.7

7. Base N----- 300
 Per cent correct----- 20%
 Item-test correlation-- .62

	Omit	Correct	Incorrect
Number	1	60	239
Mean Criterion Score	12.0	16.5	12.1

APPLIED LINGUISTICS TEST

(Time: 40 minutes)

SUPERIOR: The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics.

GOOD: The "minimal" level of competency with additional knowledge of the development and the present characteristics of the language.

MINIMAL: Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and English.

The Applied Linguistics Test consists of multiple-choice questions dealing with pronunciation, phonetics and orthography, morphology and syntax, general linguistics, and historical and comparative philology. While the number of questions devoted to each of these topics differs slightly from language to language, the general emphasis in each test is on those differences between English and the foreign language which are of importance in teaching. Questions in this test are in English.

FRENCH

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

PRONUNCIATION AND PHONETICS

- Which of the following pairs is composed of words which a Frenchman might fail to distinguish in pronunciation?

- (A) dans, dont
- (B) l'un, lin
- (C) peur, pur
- (D) va, vend

Base N-----	300
Per cent correct-----	47%
Item-test correlation--	.58

	Omit	A	B*	C	D
Number	2	72	142	49	35
Mean Criterion Score	9.5	11.8	15.0	9.6	12.4

* * *

THE WRITING SYSTEM: SPELLING AND PRONUNCIATION

- Which of the following words contains a vowel sound which may be said to have a fairly consistent orthographic representation?

- (A) chez
- (B) dans
- (C) mur
- (D) vin

Base N-----	300
Per cent correct-----	60%
Item-test correlation--	.40

	Omit	A	B	C*	D
Number	6	69	25	181	19
Mean Criterion Score	9.0	11.7	10.9	14.0	11.9

* * *

GRAMMAR: MORPHOLOGY AND SYNTAX

3. Which of the following verbs is completely regular in oral French?

- (A) jeter
- (B) lever
- (C) corriger
- (D) épeler

Base N----- 300
 Per cent correct----- 56%
 Item-test correlation-- .57

	Omit	A	B	C*	D
Number	12	49	49	167	23
Mean Criterion Score	12.3	11.8	10.3	14.6	10.0

* * *

GENERAL LINGUISTICS

4. In modern linguistics word classes are established not according to semantic criteria, but rather according to formal criteria; i.e., words which can take the same endings or can be substituted for each other in the same sentences belong to the same class. According to this point of view, which of the following pairs consists of words which definitely belong to the same word class?

- (A) table, aimable
- (B) un, du
- (C) ce, le
- (D) lentement, serment

Base N----- 300
 Per cent correct----- 60%
 Item-test correlation-- .45

	Omit	A	B	C*	D
Number	18	19	23	109	14
Mean Criterion Score	12.9	13.0	12.3	15.5	12.4

* * *

HISTORICAL LINGUISTICS

5. The French words père, poisson, piéd begin with /p/ while the corresponding English words father, fish foot begin with /f/. The reason for this correspondence is that

- (A) the English words are borrowed from the French
- (B) the French words are borrowed from the English
- (C) both the English and French words are derived from Latin
- (D) the English and French words are derived from Indo-European

Base N----- 300
Per cent correct----- 46%
Item-test correlation-- .47

	Omit	A	B	C	D*
Number	0	15	6	96	99
Mean Criterion Score	0.0	11.6	12.2	12.7	15.5

GERMAN

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

PHONOLOGY

1. For the stressed vowel of gehen, beten, reden, American students generally substitute a sound which is

- (A) too long
- (B) too short
- (C) too much of a diphthong
- (D) too much of a monophthong

Base N----- 300
Per cent correct----- 45%
Item-test correlation-- .67

	Omit	A	B	C*	D
Number	0	50	109	134	7
Mean Criterion Score	0.0	10.6	11.3	15.3	11.1

2. Most English nouns have plural forms with /s/ or /z/ or a syllable ending in /z/: cats, dogs, horses. Since these three different suffixes have the same grammatical function and are in complementary distribution, they are

- (A) allomorphs
- (B) intonations
- (C) lateral stops
- (D) intermediate constituents

Base N----- 300
Per cent correct----- 74%
Item-test correlation-- .59

	Omit	A*	B	C	D
Number	25	216	16	17	17
Mean Criterion Score	9.6	14.2	10.9	9.6	11.9

* * *

THE WRITING SYSTEM

3. Which of the following is a misspelling?

- (A) sie aß
- (B) ihr eßt
- (C) ich esse
- (D) wir aßen

Base N----- 300
Per cent correct----- 41%
Item-test correlation-- .57

	Omit	A	B	C*	D
Number	9	38	99	121	31
Mean Criterion Score	9.9	11.4	11.6	15.2	12.1

* * *

GENERAL LINGUISTICS

4. The construction die plötzlich durch seinen Tod beendete Laufbahn des Dichters belongs to the same syntactical class as

- (A) starb
- (B) das Leben
- (C) auf einmal
- (D) nach seinem Tod

Base N----- 300
Per cent correct----- 35%
Item-test correlation-- .65

	Omit	A	B*	C	D
Number	19	28	100	43	98
Mean Criterion Score	9.7	12.6	16.0	12.1	11.7

* * *

HISTORICAL LINGUISTICS

5. The common ancestor of German and English is traditionally called

- (A) Anglo-Saxon
- (B) East Germanic
- (C) West Germanic
- (D) North Germanic

Base N----- 300
Per cent correct----- 34%
Item-test correlation-- .58

	Omit	A	B	C*	D
Number	3	114	11	94	57
Mean Criterion Score	11.7	11.5	13.7	15.8	12.8

ITALIAN

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

PHONETICS

1. American students often mispronounce Italian intervocalic /t/ by using the allophone which they have in such an English word as
 - (A) hits
 - (B) stop
 - * (C) topper
 - (D) grafting
2. /t/ and /d/ differ, in part, because while both are
 - (A) laterals, /t/ is labio-dental and /d/ is apico-dental
 - (B) affricates, /t/ is bilabial and /d/ is dorso-velar
 - (C) sibilants, /t/ is voiced and /d/ is voiceless
 - * (D) stops, /t/ is voiceless and /d/ is voiced

* * *

MORPHOLOGY AND SYNTAX

3. Which of the following forms represents two grammatically different Italian words, with two different English equivalents?
 - (A) ma
 - (B) qui
 - * (C) ne
 - (D) per

* * *

GENERAL LINGUISTICS

4. Normally people acquire a practical control of the phonology, morphology, and syntax of their native language by the time they are

- * (A) six years old
- (B) twelve years old
- (C) eighteen years old
- (D) twenty-one years old

* * *

HISTORICAL LINGUISTICS

5. Modern Italian has stayed closest to the Latin inflection-conjugation system in

- (A) nouns
- * (B) verbs
- (C) adjectives
- (D) articles

RUSSIAN

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

PHONOLOGY

1. Phonetically in the word карандаш,

- (A) vowels are all alike
- (B) last vowel is shorter than the others
- (C) vowels are all different
- (D) first vowel has a secondary accent

Base N----- 185
Per cent correct----- 32%
Item-test correlation-- .63

Number	Omit	A	B	C*	D
Number	1	61	23	60	40
Mean Criterion Score	4.0	11.8	10.3	15.8	12.4

2. Which of the following words has a voiceless stop?

- (A) баба
- (B) работа
- (C) удобно
- (D) зубы

Base N----- 185
Per cent correct----- 25%
Item-test correlation-- .60

Number	Omit	A	B*	C	D
Number	3	9	46	73	54
Mean Criterion Score	13.7	12.1	16.0	12.4	11.4

* * *

MORPHOLOGY AND SYNTAX

3. The preposition за is accompanied by which of the following sets of cases?

- (A) винительный, дательный и предложный
- (B) родительный, творительный и дательный
- (C) винительный и творительный
- (D) творительный и предложный

Base N----- 185
 Per cent correct----- 55%
 Item-test correlation-- .58

	Omit	A	B	C*	D
Number	13	18	27	102	25
Mean Criterion Score	8.8	11.3	11.9	14.7	10.8

4. Which of the following verbs is NOT accompanied by an object in the genitive?

- (A) искать
- (B) уважать
- (C) желать
- (D) бояться

Base N----- 185
 Per cent correct----- 23%
 Item-test correlation-- .54

	Omit	A	B*	C	D
Number	7	37	43	56	41
Mean Criterion Score	8.4	13.3	15.9	12.9	10.9

* * *

GENERAL AND HISTORICAL LINGUISTICS

5. Горячий and горящий are historically from the same original; the second is a result of

- (A) a difference in Russian dialects
- (B) West Slavic influence
- (C) South Slavic influence
- (D) East Slavic influence

Base N----- 185
 Per cent correct----- 27%
 Item-test correlation-- .25

	Omit	A	B	C*	D
Number	14	59	37	48	17
Mean Criterion Score	11.9	12.6	12.8	14.5	14.1

6. Replacement in various Russian dialects of [o] and [e] by [a] and [i] , respectively, is known as

- (A) цоканье
- (B) чоканье
- (C) яканье
- (D) аканье

Base N----- 185
 Per cent correct----- 43%
 Item-test correlation-- .58

	Omit	A	B	C	D*
Number	23	26	17	34	75
Mean Criterion Score	11.5	11.2	11.4	12.4	15.4

SPANISH

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

PHONETICS, PRONUNCIATION ORTHOGRAPHY

1. The Spanish consonant /d/ between vowels, as in lado, is most similar to the underlined English consonant in

- (A) dough
- (B) either
- (C) Ethel
- (D) edible

Base N----- 300
Per cent correct----- 60%
Item-test correlation-- .41

	Omit	A	B*	C	D
Number	1	38	181	61	19
Mean Criterion Score	8.0	9.8	14.0	12.6	11.0

* * *

MORPHOLOGY AND SYNTAX

2. The English sentence I walked out into the night as the moon rose and wandered through the garden illustrates a grammatical ambiguity which could not occur in Spanish because

- (A) the rules of word order prevent it
- (B) the morphology of the verb prevents it
- (C) the rules for the use of conjunctions prevent it
- (D) the rules for the use of stress prevent it

Base N----- 300
Per cent correct----- 55%
Item-test correlation-- .48

	Omit	A	B*	C	D
Number	18	79	165	28	9
Mean Criterion Score	10.7	11.3	14.4	11.8	11.2

* * *

GENERAL LINGUISTICS

3. A common mistake that students make in pronouncing Spanish hago is that of pronouncing the consonant

- (A) as a stop
- (B) as a fricative
- (C) as a velar
- (D) as voiceless

Base N----- 300
 Per cent correct----- 33%
 Item-test correlation-- .50

	Omit	A*	B	C	D
Number	15	82	66	65	20
Mean Criterion Score	11.2	15.7	12.7	13.0	10.8

4. The pronunciation bacalado for bacalao ("cod") illustrates

- (A) hyper-correction
- (B) doublets
- (C) cognates
- (D) allophones

Base N----- 300
 Per cent correct----- 34%
 Item-test correlation-- .56

	Omit	A*	B	C	D
Number	22	72	25	31	63
Mean Criterion Score	12.0	16.0	12.1	12.3	12.7

CIVILIZATION AND CULTURE TEST

(Time: 30 minutes)

SUPERIOR: An enlightened understanding of the foreign people and their culture, such as is achieved through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.

GOOD: The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.

MINIMAL: An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own.

The Civilization and Culture Test consists of multiple-choice questions in English. The test endeavors to measure the knowledge of civilization and culture (as distinct from knowledge of the language) needed by a teacher to introduce his students intelligently to that area of the world in which the language is spoken. The term "culture" is taken in the broad sense, embracing such

content areas as geography, history, the arts, literature, and social institutions. Within this context, questions are designed to test recall of basic facts and terms; understanding of important ideas, themes, and institutions; understanding of the complexity and variety of the culture; appreciation of historical and cultural meaning of terms; appreciation of cross-cultural differences; and understanding of relationships not only among basic facts and terms, but among ideas, themes, and institutions as well.

FRENCH

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

LITERATURE AND PHILOSOPHY

1. J.-J. Rousseau wrote all of the following EXCEPT

- (A) les Rêveries du promeneur solitaire
- (B) la Nouvelle Héloïse
- (C) de l'Esprit des lois
- (D) Discours sur les origines de l'inégalité

Base N----- 300
Per cent correct----- 34%
Item-test correlation-- .52

	Omit	A	B	C*	D
Number	10	99	54	101	36
Mean Criterion Score	9.1	12.4	11.3	15.2	12.0

* * *

HISTORY

2. Which political regimes respectively replaced the First and Second French Republics?

- (A) The Restoration and the Second Empire
- (B) The Restoration and the Third Republic
- (C) The First Empire and the Third Republic
- (D) The First Empire and the Second Empire

Base N----- 300
Per cent correct----- 24%
Item-test correlation-- .48

	Omit	A	B	C	D*
Number	14	50	86	78	72
Mean Criterion Score	9.1	13.6	11.2	13.0	15.5

* * *

GEOGRAPHY

3. All of the following regions are correctly described
EXCEPT

- (A) Auvergne . . . le Massif Central
- (B) Riviera . . . la Côte d'Or
- (C) Loire Valley . . . le Jardin de la France
- (D) Landes . . . pine forests

Base N----- 300
Per cent correct----- 43%
Item-test correlation-- .48

	Omit	A	B*	C	D
Number	7	58	101	15	52
Mean Criterion Score	9.3	12.3	15.4	12.8	12.5

* * *

FINE ARTS

4. Romanesque art is so called because

- (A) its principal characteristics were derived from the art of the Romans
- (B) it coincided in time with the romantic movement
- (C) it is an outgrowth of the romances of the mediæval period
- (D) it is a reflection of the bizarre spirit of the age which created it

Base N----- 300
Per cent correct----- 56%
Item-test correlation-- .44

	Omit	A*	B	C	D
Number	6	167	59	28	40
Mean Criterion Score	10.2	14.3	11.3	11.6	11.8

* * *

CONTEMPORARY INSTITUTIONS AND SOCIAL TRAITS

5. All of the following are state owned and operated in France EXCEPT

- (A) telegraph and telephone
- (B) the textile industry
- (C) gas and electricity
- (D) coal mines

Base N----- 300
Per cent correct----- 84%
Item-test correlation-- .47

	Omit	A	F*	C	D
Number	9	13	247	5	20
Mean Criterion Score	10.1	10.8	13.7	10.6	9.9

6. By the phrase Système D., the French refer to their national characteristic of

- (A) ingenuity
- (B) rationalism
- (C) aloofness
- (D) persistence

Base N----- 300
Per cent correct----- 29%
Item-test correlation-- .26

	Omit	A*	B	C	D
Number	31	87	114	25	43
Mean Criterion Score	10.8	14.2	13.2	11.2	12.6

G E R M A N

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

LITERATURE AND PHILOSOPHY

1. Which of the following basic philosophical positions is expressed in Schiller's statement, "Es ist der Geist, der sich den Körper baut"?

- (A) Existentialism
- (B) Pragmatism
- (C) Idealism
- (D) Determinism

Base N----- 300
Per cent correct----- 58%
Item-test correlation-- .32

	Omit	A	B	C*	D
Number	3	48	22	175	52
Mean Criterion Score	9.7	11.5	10.9	13.9	12.6

* * *

HISTORY

2. Which of the following statements about the Thirty Years' War are correct?

- I. It began in the sixteenth century as a civil war between Protestants and Catholics.
- II. It became essentially a struggle for political gains in which several nations participated.
- III. It resulted in the strengthening of imperial government under Charles V.
- IV. It severely crippled German political and cultural life.

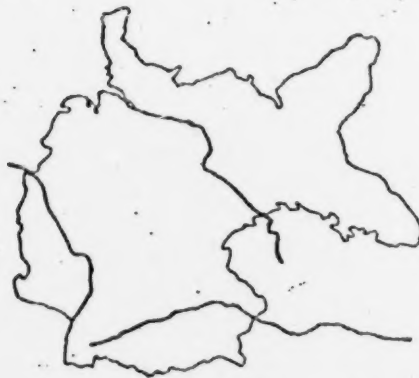
- (A) I and III only
- (B) I and IV only
- (C) II and III only
- (D) II and IV only

Base N----- 300
 Per cent correct----- 45%
 Item-test correlation-- .40

	Omit	A	B	C	D*
Number	11	20	94	34	132
Mean Criterion Score	9.6	11.7	12.5	11.7	14.6

* *

GEOGRAPHY



3. All of the following rivers are shown on the above maps EXCEPT

- (A) der Rhein
- (B) die Elbe
- (C) die Donau
- (D) die Oder

Base N----- 300
 Per cent correct----- 73%
 Item-test correlation-- .56

	Omit	A	B	C	D*
Number	2	11	41	26	220
Mean Criterion Score	10.0	9.9	11.0	9.2	14.0

* * *

FINE ARTS

4. Which of the following were the major sources of Richard Wagner's operas and music dramas?

- I. Medieval epics
- II. Historical tales
- III. Folk sagas
- IV. Romantic literature

- (A) I and III only
- (B) I and IV only
- (C) II and III only
- (D) II and IV only

Base N----- 300
 Per cent correct----- 53%
 Item-test correlation-- .55

	Omit	A*	B	C	D
Number	6	116	26	57	15
Mean Criterion Score	10.5	15.6	12.6	12.6	10.1

* * *

CONTEMPORARY INSTITUTIONS AND SOCIAL TRAITS

5. West German public education in controlled

- (A) municipally
- (B) by the federal government and the Länder jointly
- (C) by the federal government only
- (D) by the Länder only

Base N----- 260
 Per cent correct----- 33%
 Item-test correlation-- .48

	Omit	A	B	C	D*
Number	0	12	126	35	87
Mean Criterion Score	0.0	10.0	12.3	11.2	15.1

6. Which of the following traits are traditionally associated with the Viennese?

- I. Musicality
- II. Hospitality
- III. Punctuality
- IV. Ambition

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) III and IV only

Base N----- 250
Per cent correct----- 89%
Item-test correlation-- .54

	Omit	A*	B	C	D
Number	1	213	19	5	1
Mean Criterion Score	15.0	13.7	9.8	7.8	5.0

ITALIAN

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

LITERATURE AND PHILOSOPHY

1. Which of the following best explains why Italy has no national epic?
 - (A) The Italians felt that since Italy had the Aeneid there was no need for another epic poem.
 - * (B) The peoples of Italy did not feel themselves part of an Italian nation and therefore had no national hero to look back upon.
 - (C) The epic was not an indigenous genre in Italy.
 - (D) The greater involvement of the Italians in the actual fighting of the Crusades prevented their development of an early literary tradition.

* * *

HISTORY

2. The Irredentismo movement
 - (A) was a new form of government designed to replace Fascism after Mussolini's death
 - * (B) sought the return of Trento and Trieste to Italy
 - (C) was vociferously opposed by the poet Gabriele D'Annunzio
 - (D) sought social reforms in the South after the unification

* * *

GEOGRAPHY

3. The Pontine Marshes, many square miles of which until recently had been poorly cultivated because of stagnating waters infested with mosquitoes, are located

- (A) near the mouth of the Po
- (B) in Sicily
- (C) in the Tavoliere of Apulia
- * (D) south of Rome

4. The popular French figure Bassville is the main character of a poem by

- (A) Alfieri
- (B) Foscolo
- * (C) Monti
- (D) d'Annunzio

* * *

CONTEMPORARY INSTITUTIONS AND SOCIAL TRAITS

5. The abbreviation RAI, often seen in Italy, stands for

- * (A) Radio audizioni italiane
- (B) Reale accademia italiana
- (C) Rete automobilistica italiana
- (D) Rivista d'arte italiana

RUSSIAN

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

LITERATURE AND PHILOSOPHY

1. In his early stories, Maxim Gorky showed a special predilection for

- (A) frustrated intellectuals
- (B) southern Russian peasants
- (C) petty officials
- (D) colorful tramps and derelicts

Base N----- 225
Per cent correct----- 44%
Item-test correlation-- .47

	Omit	A	B	C	D*
Number	14	29	36	46	100
Mean Criterion Score	9.2	11.4	11.2	12.9	14.7

* * *

HISTORY

2. Which of the following correctly describes the uprising of December 1825?

- (A) It was the climax of a series of revolts by the peasants who sought to free themselves from serfdom.
- (B) It was an attempt to seize power on the part of the aristocratic palace guard following the assassination of Paul I.
- (C) It followed the death of Alexander I and took place during a short period of confusion as to his successor.
- (D) It was the direct result of a sharp rise of the price of bread in the larger cities due to failing crops after the drought of 1824.

Base N----- 225
Per cent correct----- 52%
Item-test correlation-- .50

	Omit	A	B	C*	D
Number	13	40	30	115	25
Mean Criterion Score	8.8	11.6	12.4	14.6	11.4

* * *

GEOGRAPHY

3. All of the following statements concerning the Ukrainian Republic are correct EXCEPT:

- (A) Its major cities include Lvov, Odessa, Gorky, and Stalingrad.
- (B) It is one of the most densely inhabited union republics.
- (C) Its population is predominantly Slavic.
- (D) It contains both the Donets Basin coal mines and the Krivoi Rog iron mines.

Base N----- 225
Per cent correct----- 59%
Item-test correlation-- .31

	Omit	A*	B	C	D
Number	0	133	20	15	57
Mean Criterion Score	0.0	13.8	11.7	12.0	11.8

* * *

FINE ARTS

4. The most important collection of Russian painting can be seen at

- (A) the Hermitage Museum in Leningrad
- (B) the Kremlin Museum in Moscow
- (C) the Tretyakov Gallery in Moscow
- (D) the former Winter Palace in Leningrad

Base N----- 225
Per cent correct----- 41%
Item-test correlation-- .36

	Omit	A	B	C*	D
Number	9	78	25	93	20
Mean Criterion Score	7.9	13.1	10.7	14.4	11.5

* * *

CONTEMPORARY INSTITUTIONS AND SOCIAL TRAITS

5. In the Soviet Union the second largest group of religious believers is

- (A) Russian Orthodox
- (B) Catholic
- (C) Muslim
- (D) Protestant

Base N----- 225
Per cent correct----- 65%
Item-test correlation-- .53

	Omit	A	B	C*	D
Number	2	21	29	146	27
Mean Criterion Score	14.0	10.3	10.0	14.2	11.7

6. The favorite Soviet spectator sport is

- (A) hockey
- (B) chess
- (C) soccer
- (D) track

Base N----- 225
Per cent correct----- 76%
Item-test correlation-- .51

	Omit	A	B	C*	D
Number	2	12	25	171	15
Mean Criterion Score	7.0	9.8	10.7	13.8	10.7

SPANISH

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the answer or completion which is best in each case and blacken the corresponding space on the answer sheet.

* * *

LITERATURE AND PHILOSOPHY

1. Trotaconventos in the Libro de buen amor is the literary prototype of

- (A) Dulcinea
- (B) doña Perfecta
- (C) doña Inés
- (D) Celestina

Base N----- 300
Per cent correct----- 43%
Item-test correlation-- .50

	Omit	A	B	C	D*
Number	19	42	60	50	129
Mean Criterion Score	8.9	11.6	11.9	12.3	14.8

* * *

HISTORY

2. Which of the following events in Mexican history is described by the phrase la Noche Triste?

- (A) The assassination of Emiliano Zapata
- (B) The retreat of Cortés from Tenochtitlán
- (C) The execution of the Emperor Maximilian
- (D) The death of the Niños Héroes in Chapultepec Castle

Base N----- 300
Per cent correct----- 58%
Item-test correlation-- .66

	Omit	A	B*	C	D
Number	6	10	174	33	77
Mean Criterion Score	8.5	11.6	14.8	9.8	10.9

* * *

GEOGRAPHY

3. The Iberian Peninsula is located

- (A) east of Portugal
- (B) in southwestern Europe
- (C) between Italy and Africa
- (D) to the southeast of France

Base N----- 300
 Per cent correct----- 70%
 Item-test correlation-- .53

	Omit	A	B*	C	D
Number	4	22	210	16	48
Mean Criterion Score	5.3	9.3	14.1	9.9	11.8

* * *

FINE ARTS



4. The painting above is by

- (A) Ribera
- (B) Velázquez
- (C) El Greco
- (D) Murillo

Base N----- 300
Per cent correct----- 75%
Item-test correlation-- .66

	Omit	A	B*	C	D
Number	8	7	217	45	14
Mean Criterion Score	7.1	10.7	14.3	10.3	10.1



5. The building above is in the form of a

- (A) cross
- (B) grill
- (C) square
- (D) rhombus

Base N----- 300
Per cent correct----- 23%
Item-test correlation-- .39

	Omit	A	B*	C	D
Number	3	55	68	126	48
Mean Criterion Score	10.3	13.7	15.1	12.2	11.6

PROFESSIONAL PREPARATION TEST

(Time: 45 minutes)

SUPERIOR: A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.

GOOD: "Minimal" level of competency plus knowledge of the use of specialized techniques (such as audio-visual aids) and of the relation of language teaching to other areas of the curriculum, ability to evaluate the professional literature of foreign-language teaching.

MINIMAL: Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives.

The Professional Preparation Test, which is common to all languages, consists of multiple-choice questions designed to test not only knowledge of teaching methods that are common to different foreign languages (with emphasis on the audio-lingual approach), but knowledge of important developments in the field of language teaching as well. Questions deal with such broad areas as objectives, teaching techniques, professional development, and evaluation.

* * *

DIRECTIONS: Each of the questions or incomplete statements below is followed by four suggested answers or completions. Select the one which is best in each case and then blacken the corresponding space on the answer sheet.

* * *

PROFESSIONAL DEVELOPMENT

1. Which of the following descriptions is most characteristic of a teacher who uses an audio-lingual approach to foreign-language instruction?
 - (A) The teacher gives students abundant oral practice in the foreign language, rarely uses English, and emphasizes fixation of response in drill-work.
 - (B) The teacher encourages maximum use of the spoken language, teaches grammar deductively, and makes extensive use of the phonetic alphabet.
 - (C) The teacher provides daily practice in listening to a conversational course on records, and uses oral drill for fixing vocabulary and grammar.
 - (D) The teacher gives equal emphasis to the development of speaking, reading, listening, and writing skills after having established a firm foundation in grammar.

Base N----- 300
Per cent correct----- 80%
Item-test correlation-- .58

	Omit	A*	B	C	D
Number	1	240	34	17	8
Mean Criterion Score	2.0	13.8	10.6	10.6	5.4

2. Which of the statements listed below best describes the place of the language laboratory in a modern program of foreign-language instruction?
 - (A) It is essential for good results.
 - (B) It is an excellent adjunct to the teacher but it is not indispensable.
 - (C) It is a highly satisfactory substitute for the teacher in situations where good teachers are not available.
 - (D) It is a promising innovation, but its effectiveness has yet to be demonstrated.

Base N----- 300
 Per cent correct----- 83%
 Item-test correlation-- .42

	Omit	A	B*	C	D
Number	0	24	248	10	17
Mean Criterion Score	0.0	11.8	13.5	8.9	9.7

* * *

OBJECTIVES

3. Which of the following statements about the development of writing skills in the foreign language is most in accord with modern theory?
- (A) Writing in all but the most advanced stages should be practiced as an extension of language skills already established.
 - (B) Writing is the most reliable index of the learner's overall control of the foreign language and, therefore, should be emphasized at all stages of learning.
 - (C) Writing is the most effective technique for developing an active vocabulary and, accordingly, should receive the same degree of emphasis as speaking in foreign-language programs.
 - (D) Writing is the only one of the four basic skills which lends itself to the systematic consideration of grammar. Accordingly, it should receive major emphasis in the early and intermediate stages of language instruction.

Base N----- 300
 Per cent correct----- 91%
 Item-test correlation-- .63

	Omit	A*	B	C	D
Number	2	274	5	7	12
Mean Criterion Score	6.5	13.4	8.8	8.0	8.5

4. Which of the following is the LEAST defensible reason for learning a foreign language?
- (A) Ability to speak a foreign language makes it easier to do business with people of other nations.
 - (B) Learning a foreign language provides an opportunity for developing cultural insights.

- (C) Learning a foreign language is an effective means of mental discipline.
 (D) A foreign language can frequently be a valuable tool in research.

Base N----- 300
 Per cent correct----- 76%
 Item-test correlation-- .48

	Omit	A	B	C*	D
Number	0	32	24	226	17
Mean Criterion Score	0.0	11.1	9.8	13.8	10.9

* * *

TEACHING TECHNIQUES

5. In order to develop listening-speaking skills, teachers often ask questions in the foreign language to which students reply in the foreign language. Which of the following practices in questioning is best for this purpose in a first-year class?

- (A) The teacher phrases the questions in such a way as to elicit the responses he wants students to practice.
 (B) The teacher introduces as many new words in the questions as possible in order to challenge students to find new meanings.
 (C) The teacher phrases questions in a very general way so that students will have a wide choice of possible responses.
 (D) The teacher uses many "thought questions" in order to encourage students to experiment with new ways of expressing themselves.

Base N----- 300
 Per cent correct----- 87%
 Item-test correlation-- .71

	Omit	A*	B	C	D
Number	0	260	6	25	9
Mean Criterion Score	0.0	13.7	8.7	8.8	7.4

6. The foreign-language teacher of a second-year high school class is aware that a particular reading passage in a book without an end vocabulary will present serious difficulties for the majority of students. Which of the following should the teacher do?

- (A) provide bilingual footnotes.
- (B) allow more than the usual time for the assignment.
- (C) translate the difficult paragraphs.
- (D) prepare a glossary in the foreign language.

Base N----- 300
 Per cent correct----- 61%
 Item-test correlation-- .37

	Omit	A	B	C	D*
Number	2	59	31	25	181
Mean Criterion Score	8.5	11.8	11.7	11.3	14.0

* * *

EVALUATION

7. As part of a foreign-language test for a third-year high school class, it is considered good practice for the teacher to

- (A) present incorrect forms for the student to correct
- (B) check vocabulary in contextual situations
- (C) ask for conjugations of irregular verbs
- (D) ask for the translation of difficult idiomatic expressions

Base N----- 300
 Per cent correct----- 74%
 Item-test correlation-- .48

	Omit	A	B*	C	D
Number	1	48	221	4	24
Mean Criterion Score	8.0	11.2	13.9	11.8	9.6

* * *

SELECTION OF MATERIALS

8. Which of the criteria listed below should be given primary consideration in choosing a basic textbook for a first-year foreign-language class in high school?

- (A) The excellence of its grammatical analysis
- (B) The number and variety of its grammatical exercises
- (C) The appropriateness of its speech patterns
- (D) The literary merit of its reading materials

Base N----- 300
Per cent correct----- 91%
Item-test correlation-- .52

	Omit	A	B	C*	C
Number	1	6	16	274	3
Mean Criterion Score	2.0	6.7	10.8	13.4	7.7

VALIDITY OF THE TESTS AND RELATED RESEARCH

A number of comprehensive research projects have been undertaken using the Proficiency Tests. Four of these, which are particularly relevant to uses of the Tests, are described briefly, below.

A Study of the Relationship Between Scores on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students and Ratings of Teacher Competence. C.T. Myers & R.S. Melton, Educational Testing Service, Princeton, N.J.: TDR-64-4, April, 1964.

Myers and Melton (1964) examined the relationship between scores on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students and qualitative ratings given to approximately 3,000 of the teachers of French, German, Russian, and Spanish who attended NDEA Foreign Language Institutes during the summer of 1963. The scores were obtained by the teachers on the seven tests in Form B of the battery administered at the conclusion of the instructional program at each institute. The ratings were assigned by members of the faculties of the institutes on a four-point scale: Superior (3), Good (2), Minimal (1), and Unsatisfactory (0). The scale on which the ratings were based is the MLA Statement of Qualifications. In almost all cases the ratings were given by faculty groups rather than by individual faculty members. At the time the ratings were given,

and the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. Their report is a summary of the vertical equating of the French, German and Spanish Skills Tests of the two batteries.

The Tests used in the study were Form MA of the French, German, and Spanish Cooperative Tests in the four skills (Reading, Listening Comprehension, Speaking, and Writing) and the corresponding Proficiency Tests, Form A.

The comparable level of difficulty of each pair of tests was to be investigated through a vertical equating process known as the "Case III" method, which is described by F.M. Lord in the Educational Testing Service Research Bulletin RB 50-48: "Notes on Comparable Scales for Test Scores." According to this method, the two tests to be equated are administered to the same group of people, a random half of the examinees taking the tests in one order and the other half in the reverse order. This counterbalancing of the order of administration is designed to equalize the influence of such effects as practice or fatigue on the equating.

Although the tables of comparable scores that were developed in this equating experiment are of limited use, the equating results show that the two batteries of tests have some overlap in difficulty and that for a group of students who have achieved a degree of language proficiency

official scores for Form B had not been reported. In fact, in many institutes the tests had not yet been administered when the ratings were given. Their report presents tables (See Appendix C) showing the relationship between test scores and ratings for these teachers.

The results indicated that correspondence was greatest for the four language-skill tests--Listening Comprehension, Speaking, Reading, and Writing--and least for the tests of Applied Linguistics, Civilization and Culture, and Professional Preparation. The authors concluded that less reliance can be placed on the score ranges presented for the latter three tests and that even with the Skills Tests professional judgment must be exercised. Test scores can be most appropriately used when they are supplemented by other pertinent information.

A Comparison of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students with the MLA Foreign Language Cooperative Tests.
F.A. Paquette, Suzanne Tollinger, Madeline Wallmark, R.E. Spencer & F.J. Churchill; Modern Language Association, June, 1966.

In a different type of study, the MLA with the assistance of Educational Testing Service and the University of Illinois conducted a study of the comparative level of difficulty between the MLA Cooperative Foreign Language Tests (Beginning and Intermediate Secondary and College Students)

that is near the upper limit of the measuring range of the Cooperative Tests, the Proficiency Tests may be a satisfactory measuring instrument.

A summary of the data comparing the scores of students in the equating group to the scores of the groups used to norm the Cooperative Tests (Figure 1) and the Proficiency Tests (Figure 2) are presented in Appendix D.

The Foreign Language Attainments of Language Majors in the Senior Year: A Survey Conducted in U.S. Colleges and Universities.

John B. Carroll. Final report for U.S. Office of Education. Laboratory for Research in Instruction, Graduate School of Education, Harvard University, 1967.

Carroll (1967) conducted a large-scale study to assess the overall levels of foreign language proficiency attained by senior class students "majoring" or concentrating in foreign languages in colleges and universities of the United States, and to identify factors strongly associated with these levels of competence, with the hope such information might suggest ways in which foreign language teaching for these students could be improved.

Parallel to the main study, an ancillary study was performed in an attempt to establish meaningful equivalents for the skill levels measured by the MLA Skills Tests. For this purpose, the Foreign Service Institute (FSI) interview procedure was administered to small samples of teachers attending NDEA Language Institutes, the resulting "absolute

language proficiency ratings" being equated to scores attained on the MLA Skills Tests. (See Appendices E and F.) These samples were chosen in such a way as to represent a wide range of foreign language competence. The FSI-MLA equivalents thus established disclosed that some of the tests, in some languages, fail to measure adequately the upper levels of foreign language competence, i.e., those levels approaching the competence of the educated native speaker.

Most of the analyses performed in the study utilized only "regular" cases, i.e., students who were apparently native speakers of English who had studied their major foreign language in the course of the normal educational sequence, and had not had special opportunities such as protracted residence abroad (more than one year) or special intensive courses such as are available in the Armed Forces. There were 2,604 such "regular" cases.

Frequency distributions of scores on the MLA Skills Tests had a tendency, in many cases, to have a negative skew. These findings, coupled with evidence from the FSI equivalences and from studies of possible curvilinear relations among the tests, suggested that some of the MLA Tests--especially the Listening Tests--have "ceilings" whereby they do not adequately measure the upper levels of foreign language

competence. For example, in terms of the FSI equivalents established for the MLA Tests, the Listening Test measures only up to S-3+ in French and Russian, S-4 in Spanish, and S-4+ in German. It may be concluded that although the MLA Tests are billed as "advanced" tests, in many cases they are not sufficiently difficult to discriminate among really advanced levels of proficiency.

Intercorrelations among the tests were consistent with those previously obtained for samples of NDEA Institute teachers after account is taken of the fact that the CFLT (College Foreign Language Testing) samples are generally more homogeneous in proficiency levels than the NDEA teachers. The intercorrelations were generally high and suggested that a large proportion of the variance of each separate skill test is attributable to a common factor of overall competence in the language tested. The estimated proportions attributable to a common factor were typically between .80 and .90 after correction for unreliability. Nevertheless, it appeared that a small but significant proportion of the variance of each test measured some specific aspect of foreign language skill. The Speaking Test generally had the largest proportion of specific variance.

It was striking that according to these estimates, students attain relatively low levels of skill in spoken

foreign languages. The median graduate with a foreign major can speak and comprehend his major language only at about an FSI Speaking rating of "2+", that is, somewhere between a "limited working proficiency" and a "minimum professional proficiency." This is generally true of all the language groups, the French group showing particularly inferior performance. But in skills with the written language (Reading and Writing) the French, German, and Spanish groups attain median scores that correspond approximately to an FSI rating of "R-3," that is, reading and writing skills a "minimum professional proficiency." Russian groups show low average performance even in reading and writing skills, however. It may be concluded that the net showing of college foreign language majors in language skills is far from impressive. On the other hand, there are appreciable numbers of students who exhibit quite superior competence. Furthermore, the college senior populations exhibited clearly higher mean scores in foreign language skills (except Speaking, in some cases) than did samples of foreign language teachers at NDEA Language Institutes, and were more homogeneous than the NDEA Institute teacher groups.

When evaluated against the standards of "teacher qualification" established by Myers and Melton (1964), the college senior samples show up rather poorly. The Myers-Melton standards are very demanding, it would appear. For

example, in French, it is estimated that only 16% of the national population qualify as "Superior" in Listening, less than 1% in Speaking, 25% in Reading and about 8% in Writing. But relatively few of the CFLT population would fall into the Unsatisfactory category by Myers-Melton standards.

Still, whether one uses the FSI ratings or the Myers-Melton ratings as standards, the estimated average level of proficiency of the college senior foreign language major is not as high as might be desired. These individuals are particularly deficient in audiolingual skills. Only about a third to a half are at a satisfactory level even in reading and writing skills.

Probably the most important variable associated with the attainment of high foreign language proficiency discovered in this study was the amount of time the student had spent abroad in a country where his major language was spoken. Substantial numbers of students in the sample had had such experience. In MLA Skills Test scores, there were highly significant differences favoring groups who had been abroad, particularly those who had been abroad for as much as a year of study. The effect of time spent abroad on test scores was found to be independent of the effect of time of beginning foreign language study, even though it was also found that those who started language study early were more likely to have been abroad. Amount of time spent abroad was also

independent of language aptitude. Although it was impossible to determine whether time spent abroad had a causal influence on language proficiency, there was a clear suggestion that travel and study abroad improve foreign language skill.

Subtests 5, 6, and 7 of the MLA Proficiency Tests presumably measure competencies in certain areas related to foreign language pedagogy: respectively, Applied Linguistics, Civilization and Culture and Professional Preparation. These subtests were administered only to students enrolled in programs designed specifically to prepare foreign language teachers for the public schools. Of the 2,874 students who took any of the MLA Tests, 1,116 (38.8%) took one or more of the teacher preparation tests. It is possible that an abnormally high proportion of teacher preparation candidates volunteered to take the tests in view of the advantages they gained thereby, but no information was developed as to this possibility. In any case, the students who took the teacher preparation tests tended to be somewhat inferior to other students in MLA Skills Test performance. This finding agrees with the finding noted elsewhere that those planning to teach in public schools (as contrasted with those expecting to teach at the college level, or not planning to teach at all) tended to have slightly lower mean scores on the Skills Tests. Nevertheless, they had mean scores on the teacher preparation tests that were typically midway between the pretest and posttest means of teachers enrolled in NDEA Language

Institutes, and they were more homogeneous than those teachers.

Correlations among the teacher preparation tests and between these and the MLA Skills Tests were interpreted as showing that the teacher preparation tests measure quite distinct aspects of competence for teaching and are only incidentally related to the student's overall level of proficiency in pure language skills.

Time of beginning foreign language study showed no dependable relation to performance on the teacher preparation tests; it was concluded that students probably acquire competence in these aspects of teacher preparation at the college level.

Performance on the Applied Linguistics Test was most closely associated with scores on foreign language aptitude, especially with the scores on the test of grammatical sensitivity. Performance on the Civilization and Culture Test was most closely associated with amount of time spent abroad and with number of college literature courses taken. No variables could be identified that showed any dependable relationships with performance on the Professional Preparation Test.

The study disclosed that many of the MLA Proficiency Tests failed to have enough range of difficulty to measure truly advanced levels of skill. The Listening Tests were especially defective in this regard, even though the research data suggested that they were the best overall measures of foreign language proficiency. There were suggestions in the data that the Speaking Tests are insufficiently reliable and

too subject to variations in rating standards and/or the examinee's set or attitude toward the test to serve as really accurate measures of speaking fluency. In some cases the Reading and Writing Tests were not of sufficient difficulty. It would be desirable to improve the MLA Proficiency Tests both for general use and for use in any further research studies similar to the one just now completed.

It is definitely recommended that further studies be done of the equivalence of the MLA Proficiency Tests to FSI-type "absolute language proficiency ratings," in as much as the equivalences established in the present study were based on samples that were not as large as might be desired. Samples of at least 100 cases, rectangularly distributed with respect to levels of FSI ratings, should be employed, and it might be advisable to delay these equivalence studies until the measurement characteristics of the MLA Tests have been improved.

The MLA Foreign Language Proficiency Tests for Teachers and Advanced Students: Analysis of the Performance of Native Speakers and Comparison with that of NDEA Summer Institute Participants.
F.A. Paquette, Suzanne Tollinger, & Madeline Wallmark, Modern Language Association, June, 1968.

While a "superior" level of competence in reading, writing, aural comprehension and speaking was defined by the Steering Committee of the Foreign Language Program of the Modern Language Association of America (MLA) as proficiency approximating that of an educated native, no formal effort had ever been made to determine the actual performance of a representative group of "native speakers" on the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students

(MLA Foreign Language Proficiency Tests).

Under a contract with the United States Office of Education, the MLA, with the technical assistance of Educational Testing Service (ETS), undertook a large-scale investigation of the performance of groups of native speakers of French, German, Italian and Spanish on currently active forms of the tests. A similar study of a group of Russian native speakers was planned, but, because of difficulties which arose in arranging a test administration in the Soviet Union, it was not possible to carry out the investigation as planned. It was hoped that such an investigation would provide not only data on the relative performance of native speakers, but also an insight into the strengths and weaknesses of the existing instruments, with a view to providing data which would lead to the development of improved forms of the tests.

Research associates in each language were appointed by the MLA to adapt the testing procedures to foreign testing conditions, to translate the existing test directions and simplify the recording of responses to modify the administration of the tests as necessary, and to supervise the administration of the tests abroad. In order to anticipate changes necessitated by conditions abroad, existing forms of the tests were experimentally administered to small groups of native speakers. In the light of this experimental "pilot" administration, materials were prepared and printed by the MLA for subsequent administration to samples of about 300 individuals in each of the four languages noted above. The research associates were also asked to develop

a means for obtaining personal data on the samples tested. Each language group developed a personal data questionnaire appropriate for that language sample.

Following test administrations conducted by the research associates, the materials (Listening Comprehension, Speaking, Reading, and Writing Tests) were returned to ETS for professional scoring and transcription prior to the analysis.

Data were presented for the various native speaker groups. For purposes of comparison, the corresponding statistics for the 1961-65 NDEA Summer Institute groups were also included.

In spite of all the problems encountered in obtaining samples that could be classified as "educated native speakers" and in administering the tests in countries where language laboratory facilities and objective testing are relative novelties, the results of this investigation can serve as a guide in defining a "superior" level of competence as measured by the Skills Tests of the MLA Proficiency Tests for Teachers and Advanced Students. The comments of the professional staff who worked on the sampling, administration, and professional scoring will be valuable in reviewing the effectiveness of the existing instruments and providing a basis for revision. In interpreting the results on the Speaking Tests, one must bear in mind the special problems of administration and scoring involved. The equipment problems of the Italian and Spanish samples were greater than those experienced in a routine national administration of the tests in this country. The scoring of the mimicry sections of the native speakers suggests a weakness in the setting of standards for scoring this type of

item. The native speaker's approach to the Speaking Test items is different from that of the American student of a foreign language. However, all of these limiting factors do not change the basic conclusion of this study that the native speaker groups performed at a level considerably higher than that of the NDEA posttest groups, but that there is some overlap in performance, suggesting that the best among the NDEA participants approach the "educated native speaker" in competence. The data for the French, German, Italian, and Spanish Tests are summarized in Figures 3 - 6 in Appendix G.

USES OF THE TESTS: THEIR POTENTIAL--THEIR LIMITATIONS

The potential of the MLA Proficiency Tests is much wider than originally envisioned. This is a result of two factors: (1) a principle which guided their design and development, and (2) the nature of the Tests themselves. As indicated in the Introduction to this Handbook, the profession was seeking means to assess--among teachers, prospective teachers, and advanced students--"proficiency however acquired." The attempt to achieve this objective led to the second factor: tests with seven specific subtests for each of the five commonly taught languages. Thus, rather than having, in effect, a single test in each language there were seven subtests available in three alternate forms for French, German, Russian, and Spanish, and seven subtests available in two alternate forms in Italian. Since the seventh subtest, the one on Professional Preparation, was common to all languages, there are a total of 87 individual tests available. In short, the second factor which has affected the potential use of these tests is the versatility of the batteries themselves.

When we speak of these two factors that led to the flexible and extensive potential of the tests, we are immediately confronted with one of the problems which has plagued the use of these instruments from the very earliest days of their availability. And this problem constitutes the major limitation in the use of

the Tests. From the day they were first used in National Defense Education Act Institutes, the profession was cautioned that these examinations were not capable of measuring the ability of any individual to function as a classroom teacher. That is to say, while the Tests--including the one on Professional Preparation--measure the linguistic proficiency or specific knowledge in three areas, they cannot determine whether individuals are capable of implementing the appropriate approaches to, methods of, or techniques used in the teaching of these foreign languages. Although those associated with the development and administration of the Tests have constantly urged users not to expect the Tests to discriminate in this way, members of the profession have constantly used the results as if they do fulfill this function.

The Tests do provide direct, indirect and complementary functions. The direct functions may be viewed as the measuring of the person's specific competence in each of the individual skills (Listening, Speaking, Reading, and Writing) and the three major areas of knowledge (Civilization and Culture, Applied Linguistics, and Professional Preparation). The Tests may fulfill indirect functions in placement, including the screening of candidates for particular positions, and the grouping of students for any specific purpose. They can provide the direct function of measuring proficiency prior to a particular experience and at the conclusion of it in order to measure the effects of the experience. It is in these two ways that the Tests have been used, for the most part, in the past. The most wide-spread use has

been in the National Defense Education Act Institutes which began in 1959 and continued through the late sixties; the next greatest use has been the evaluation of prospective teachers during times of critical shortage. The States of Pennsylvania, New York, California, among others, have used the examinations to determine the level of proficiency (and in New York State to award college credit) to persons who have developed competence in a foreign language either by virtue of their place of birth, or by prolonged residence or study in a non-English-speaking country.

One of the most promising potential uses of the Tests is in the area of staff training; at least three specific possibilities present themselves:

1. Through the use of the Tests and other professional materials, a trainer of teachers, a department chairman, or any leader of foreign-language teachers could educate his staff to write both performance objectives as well as general objectives for a foreign-language program--either in the four skill areas or in the three knowledge areas. That is, since tests are, by definition, a "sampling," trainees can be asked to review all the items in any particular subtest and attempt thereby to develop the objectives which they believe the tests were designed to measure. Similarly, individual items can become the basis for the development of specific performance objectives.

2. Using the MLA Proficiency Tests in conjunction with Chapter III (Construction of Test Items) of the MLA Handbook on Foreign Language Classroom Testing, trainees could be presented with a much broader sampling of test items--by language and by skill or by knowledge area. The trainees could examine professionally prepared items and then prepare items of their own based on these models. Again, given the wide range of subtests available, the possibilities are limitless. Of particular promise are the Listening Comprehension and Speaking Tests--areas which have always posed difficulty for individual teachers in the construction of testing instruments.

3. As is pointed out in the Handbook on Foreign Language Classroom Testing, two of the most difficult areas of competence for teachers to evaluate are speech and writing because these involve so-called "free response" or "essay-type" questions. Experience has shown that the halo effect involved in evaluating speaking and writing tests is the most difficult roadblock to effective assessment in these two skill areas. Through the use of the appropriate subtests in the MLA battery, and with the use of either professional scorers or the FSI-Proficiency Tests Equating Scales (See the discussion of Carroll's study in the preceding chapter) a staff development program in an individual school, school system, college or university could be designed to train teachers in the objective scoring of oral and written essays. The possibility of variable options as answers (See Guidelines for correcting the Writing parts of the MLA Proficiency examinations in Section II.D of this Handbook) is critical to good

measurement of Speaking and Writing proficiency. One can train teachers to focus on critical features while accepting these variables in students' responses.

Through the use of tests developed by leaders of the foreign-language teaching profession and measurement specialists, it is possible to train teachers to more properly use test results or to be much more sophisticated in the development and use of teacher-made tests.

Thus, it can be seen, that whether one wishes to measure the reading proficiency of a prospective librarian, the knowledge about foreign-language teaching of a generalist in teacher training or the knowledge about a specific country on the part of a would-be anthropologist, that the versatility of the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students is almost unparalleled in the history of standardized testing in this country.

One major national use for the Proficiency Tests can be envisioned since the "secure tests" phase has concluded and since they also have been available for purchase for several years. One can foresee their possible maximum use in the future as making up the core of a large data bank of individual test items in each of the languages and each of the knowledge areas. Thus, the profession could have available to it the basis for creating a pool for foreign-language test items which could be used in a wide range of circumstances by school, college, and other institutional personnel. In short, the trend towards performance criteria and

criterion reference tests could be considerably hastened by the availability of such a pool. The only action which is required to create this pool is a major decision on the part of the Modern Language Association of America. This may well be the greatest contribution yet to be made by the MLA Testing Program which began in 1959.

APPENDIX A

COMPETENCE	SUPERIOR	GOOD	MINIMAL
Listening Comprehension	Ability to follow closely and with ease all types of standard speech such as rapid or group conversation and mechanically transmitted speech.	Ability to understand conversation of normal tempo, lectures, and news broadcasts.	Ability to get the sense of what an educated native says when he is making a special effort to be understood and when he is speaking on a general and familiar subject.
Speaking	Ability to speak fluently, approximating native speech in vocabulary, intonation, and pronunciation. Ability to exchange ideas and to be at ease in social situations.	Ability to talk with a native without making glaring mistakes, and with a command of vocabulary and syntax sufficient to express one's thoughts in conversation at normal speed with reasonably good pronunciation.	Ability to read aloud and to talk on prepared topics (e.g., for classroom situations) without obvious faltering, and to use the common expressions needed for getting around in the foreign country, speaking with a pronunciation understandable to a native.
Reading	Ability to read almost as easily as in English material of considerable difficulty.	Ability to read with immediate comprehension prose and verse of average difficulty and mature content.	Ability to grasp directly (i.e. without translating) the meaning of simple, non-technical prose, except for an occasional word.
Writing	Ability to write on a variety of subjects with idiomatic naturalness, ease of expression, and some feeling for the style of the language.	Ability to write a simple "free composition" such as a letter, with clarity and correctness in vocabulary, idiom, and syntax.	Ability to write correctly sentences or paragraphs such as would be developed orally for classroom situations and to write a simple description or message without glaring errors.
Applied Linguistics	The "good" level of competency with additional knowledge of descriptive, comparative, and historical linguistics.	The "minimal" level of competency with additional knowledge of the development and present characteristics of the language.	Ability to apply to language teaching an understanding of the differences in the sound systems, forms, and structures of the foreign language and English.
Culture and Civilization	An enlightened understanding of the foreign people and their culture, such as is achieved through personal contact, through travel and residence abroad, through study of systematic descriptions of the foreign culture, and through study of literature and the arts.	The "minimal" level of competency with first-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.	An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own.
Professional Preparation	A mastery of recognized teaching methods, evidence of breadth and depth of professional outlook, and the ability to experiment with and evaluate new methods and techniques.	"Minimal" level of competency plus knowledge of the use of specialized techniques, such as audiovisual aids, and of the relation of language teaching to other areas of the curriculum. Ability to evaluate the professional literature of foreign language teaching.	Knowledge of the present-day objectives of the teaching of foreign languages as communication and an understanding of the methods and techniques for attaining these objectives.

APPENDIX B

MLA FOREIGN LANGUAGE PROFICIENCY TESTS
FOR TEACHERS AND ADVANCED STUDENTS

Wilmarth H. Starr, New York University, Project Director

Test Construction Committees: Forms A & B

Listening Comprehension Test

French	Edward Geary, Harvard University, Chairman Edmond Méras, Phillips Exeter Academy
German	Alain Seznec, Cornell University Jack Stein, Harvard University, Chairman Walter Lohnes, Phillips Andover Academy
Italian	Hugo Schmidt, Bryn Mawr College James Ferrigno, University of Massachusetts, Chairman Rigo Mignani, Harpur College Carlo Vacca, Wellesley High School (Massachusetts)
Russian	Richard Burgi, Yale University, Chairman, 1959-1960 Rostislav Rozdestvensky, Academy Junior High School, Glastonbury (Connecticut) Chairman, 1960-1961 Nina Berberova-Kochevitsky, Yale University
Spanish	Patricia O'Connor, Brown Univer- sity, Chairman Filomena Peloro del Olmo, ML Materials Development Center Sol Saporta, University of Washington
ETS Consultant:	Rose M. Scheider

APPENDIX B (Continued)

Speaking Test

French	James Iannucci, St. Joseph's College, Chairman Annette Emgarth, Delaware Depart- ment of Public Instruction Frederic St. Aubyn, University of Delaware
German	Herbert Penzl, University of Michigan, Chairman Mary Crichton, University of Michigan Max Dufner, University of Michigan
Italian	Robert Politzer, University of Michigan, Chairman Fred Bosco, University of Michigan Peter Fodale, University of Michigan
Russian	William Edgerton, Indiana Univer- sity, Chairman, 1959-1960 Horace Dewey, University of Michigan, Chairman, 1960-1961 Nonna Shaw, Indiana University
Spanish	Stanley Sapon, Ohio State University, Chairman Edward Allen, Ohio State University Chris Nacci, Capital University, 1959-1960 Sandra Scharff, Ohio State University, 1960-1961
ETS Consultant:	Peter G. Loret

Reading Test

French	Linn Edsall, Wayne State Univer- sity, Chairman Jane Bourque, Park Forest (Illinois), High School Paula Thibault, Wayne State University, 1960-1961 Philip Wadsworth, University of Illinois, 1959-1960
German	C. R. Goedsche, Northwestern University, Chairman Werner Hollman, Princeton University

APPENDIX B (Continued)

Italian	Meno Spann, Northwestern University Norma Fornaciari, Roosevelt College, Chairman, 1959-1960 Clarence Turner, Rutgers--the State University, Chairman 1960-1961 Guido Guarino, Rutgers--the State University, 1960-1961 Maria Piccirilli, Vassar College
Russian	Assya Humesky, Syracuse University, Chairman Horace Dewey, University of Michigan, 1959-1960 Dale Winkels, University of Michigan, 1959-1960 Clayton Dawson, Syracuse University, 1960-1961 Nicholas Karatecw, Syracuse University, 1960-1961
Spanish	Frederick Agard, Cornell University, Chairman, 1959-1960 Dalai Brenes, Cornell University, Chairman, 1960-1961 Katherine Whitmore, Smith College
ETS Consultant:	Rose M. Scheider
Writing Test	
French	Nelson Brooks, Yale University, Chairman Pierre Capretz, Yale University Gordon Christopher, Hillhouse High School, New Haven (Connecticut)
German	Joseph Reichard, Oberlin College, Chairman Walter Lohnes, Phillips Andover Academy
Italian	Edith Runge, Mount Holyoke College Robert Serafino, Connecticut State Department of Education, Chairman Bianca Calabresi, Albertus Magnus College Arthur Selvi, Central Connecticut State College

APPENDIX B (Continued)

Russian	Horace Lunt, Harvard University, Chairman, 1959-1960 Bayara Tschirwa, Harvard University, Chairman, 1960-1961 Dmitry Grigorieff, Columbia University Marina Prochoroff, ML Materials Development Center
Spanish	Elizabeth Nicholas de Padin, Yale University MAT program, Chairman Jeannette Atkins, Staples High School, Westport (Connecticut) Jaime Muirden, Yale University
ETS Consultants:	William E. Coffman and Suzanne Stahl

Applied Linguistics Test

French	Robert Politzer, University of Michigan, Chairman Harry Bratnober, Macalester College Fernand Marty, Hollins College Albert Valdman, Indiana University
German	W. Freeman Twaddell, Brown Univer- sity, Chairman R-M S. Heffner, University of Wisconsin William Moulton, Princeton University
Italian	Edward Williamson, Wesleyan Univer- sity, Chairman Salvatore Castiglione, Georgetown University, 1959-1960 Anthony Pellegrini, Vassar College Ernest Pulgram, University of Michigan, 1960-1961
Russian	William Cornyn, Yale University, Chairman Howard Garey, Yale University Vladmir Petrov, Yale University
Spanish	Sol Saporta, University of Washington, Chairman Patricia O'Connor, Brown University Ismael Silva-Fuenzalida, Foreign Service Institute, School of Languages, Washington, D. C. 1959-1960

APPENDIX B (Continued)

Mary Temperly, University of
Illinois, 1960-1961

ETS Consultant: Fred I. Godshalk

Civilization and Culture Test

French	Georges May, Yale University, Chairman W. Kenneth Cornell, Yale University Joseph S. Stookins, The Loomis School, Windsor (Connecticut)
German	Else Fleissner, Wells College, Chairman Karl Koenig, Colgate University Anthony Schepsis, Utica Free Academy (New York)
Italian	Charles Speroni, University of California at Los Angeles, Chairman Gaetano Pomposo, Pittsburg (Cali- fornia) High School Aldo Scaglione, University of California
Russian	Leon Stilman, Columbia University, Chairman, 1959-1960 William Harkins, Columbia Univer- sity, Chairman, 1960-1961 Valentine Bill, Princeton Univer- sity, 1959-1960 Peter Juviler, Hunter College, 1959-1960 Henry Morton, Queens College, 1960-1961 Francis Randall, Columbia Univer- sity, 1960-1961
Spanish	Theodore Andersson, University of Texas, Chairman Miguel Enguídanos, University of Texas Andrea McHenry Mildenburger, Houston Independent School District

ETS Consultants: Elisabeth G. Kimball and
Robert J. Solomon

Professional Preparation Test

Alfred Pellegrino, University of
Maine, Chairman

APPENDIX B (Continued)

Emma Birkmaier, University of
Minnesota
Germaine Cressey, Montclair State
College
Meyer Krakowski, Los Angeles City
College, 1959-1960
George Scherer, University of
Colorado
Mary Thompson, Glastonbury
(Connecticut), Public Schools
ETS Consultant: Donald J. Malcolm

Test Construction Committees: Form C*

French

Listening Comprehension and Speaking Tests	Micheline Dufau, New York University
Reading Test	Linn Edsall, Wayne State University
Writing Test Applied Linguistics Test	Pierre Capretz, Yale University Robert Politzer, Stanford University
Civilization and Culture Test	Camille Bauer, Harvard University
ETS Consultant:	Mariette Schwarz

German

Listening Comprehension And Speaking Tests	Hugo Schmidt, Bryn Mawr College
Reading Test	Werner G. Hollman, Princeton University
Writing Test	Herbert L. Kufner, Cornell University
Applied Linguistics Test	Herbert Penzl, University of California

*Form C, a form parallel to Forms A and B, was developed
in 1964.

APPENDIX B (Continued)

Civilization and
Culture Test Victor Lange, Princeton University
ETS Consultant: Rose M. Scheider

Russian

Listening
Comprehension
and Speaking
Tests Deming Brown, University of
Michigan
Reading Test Horace Dewey, University of Michigan
Writing Test Marina Prochoroff, Harcourt, Brace
and Jovanovich, Inc., New York
Applied
Linguistics
Test William S. Cornyn, Yale University
Civilization and
Culture Test Valentine Bill, Princeton
University
ETS Consultant: Neale Austin

Spanish

Listening
Comprehension
And Speaking
Tests Guillermo del Olmo, Rutgers--the
State University
Reading Test Miguel Gonzalez-Gerth, Bryn Mawr
College
Writing Test Oswaldo Arana, University of
Florida
Applied
Linguistics
Test Lawrence Poston, Jr., University
of Oklahoma
Civilization and
Culture Test C. Cleland Harris, Foreign Service
Institute Department of State,
Washington, D. C.
ETS Consultant: Suzanne Stahl

Professional Preparation Test

Jack Stein, Harvard University,
Chairman
Theodore Andersson, University
of Texas

APPENDIX B (Continued)

Emma Birkmaier, University of
Minnesota

ETS Consultant: Robert Serafino

MLA Director of Testing: Joseph G. Astman, Hofstra
University, September 1964-June 1965;
F. André Paquette, MLA, June 1965-1970

ETS Test Development Coordinator and Program Director:
Miriam M. Bryan

ETS Second Program Director: Peter G. Loret

APPENDIX C

Table B-2
Intercorrelations Among Tests and Ratings
French Institutes (N = 1051)

Tests	Mean	Standard Deviation	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>
Listening Comp.	41.70	8.26		.76	.81	.80	.65	.59	.46	.70	.66	.64	.62	.52	.53	.44
Speaking	76.18	16.31	.76		.71	.75	.60	.51	.35	.71	.72	.64	.62	.53	.55	.45
Reading	42.98	9.79	.81	.71		.83	.68	.66	.47	.62	.60	.63	.61	.51	.53	.39
Writing	42.45	12.00	.80	.75	.83		.72	.59	.47	.66	.64	.65	.67	.57	.53	.45
Applied Ling.	50.62	8.84	.65	.60	.68	.72		.60	.60	.50	.50	.50	.50	.55	.42	.38
Civil. & Cult.	47.97	8.16	.59	.51	.66	.59	.60		.55	.43	.42	.45	.45	.39	.43	.35
Prof. Prepar.	67.69	6.33	.46	.35	.47	.47	.60	.55		.28	.28	.32	.29	.40	.29	.36
<u>Ratings</u>																
Listening Comp.	1.67	.88	.70	.71	.62	.66	.50	.42	.28	.82	.73	.68	.57	.69	.69	.57
Speaking	1.39	.83	.66	.72	.60	.64	.50	.42	.28	.82	.70	.66	.57	.65	.65	.56
Reading	1.63	.81	.64	.64	.63	.65	.50	.45	.32	.73	.70	.77	.54	.63	.63	.51
Writing	1.41	.78	.62	.62	.61	.67	.50	.45	.29	.68	.66	.77	.53	.57	.57	.52
Applied Ling.	1.45	.78	.52	.53	.51	.57	.55	.39	.40	.57	.57	.54	.53	.51	.47	.47
Civil. & Cult.	1.52	.78	.53	.55	.53	.53	.42	.43	.29	.69	.65	.63	.57	.51	.46	.46
Prof. Prepar.	1.81	.69	.44	.45	.39	.45	.38	.35	.36	.57	.56	.51	.52	.47	.46	.46

Correlations between a test and the corresponding rating are underlined.
Ratings were placed on a scale from 3 for Superior to 0 for Unsatisfactory.

Table B-3
Intercorrelations Among Tests and Ratings
German Institutes (N = 312)

Tests	Mean	Standard Deviation	r													
			<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>
Listening Comp.	41.65	9.58		.83	.86	.79	.57	.61	.22	.69	.66	.67	.62	.42	.50	.39
Speaking	91.08	19.46	.83		.82	.85	.61	.61	.21	.74	.74	.69	.68	.44	.54	.43
Reading	47.31	10.87	.86	.82		.86	.64	.69	.24	.69	.66	.67	.66	.46	.50	.38
Writing	47.32	14.75	.79	.85	.86		.75	.65	.31	.72	.71	.69	.72	.54	.55	.46
Applied Ling.	53.25	8.62	.57	.61	.64	.75		.65	.52	.49	.46	.47	.51	.60	.45	.39
Civil. & Cult.	53.31	9.04	.61	.61	.69	.65	.65		.46	.53	.48	.51	.49	.51	.46	.35
Prof. Prepar.	66.84	5.94	.22	.21	.24	.31	.52	.46		.18	.14	.19	.17	.37	.30	.29
<u>Ratings</u>																
Listening Comp.	1.97	.91	.69	.74	.69	.72	.49	.53	.18	.87	.86	.82	.55	.69	.69	.60
Speaking	1.62	.93	.66	.74	.66	.71	.46	.48	.14	.87	.86	.85	.48	.69	.61	
Reading	1.76	.94	.67	.69	.67	.69	.47	.51	.19	.86	.86	.84	.53	.74	.62	
Writing	1.61	.94	.62	.68	.66	.72	.51	.49	.17	.82	.85	.84	.49	.69	.61	
Applied Ling.	1.43	.82	.42	.44	.46	.54	.60	.51	.37	.55	.48	.53	.49	.45	.47	
Civil. & Cult.	1.74	.81	.50	.54	.50	.55	.45	.46	.30	.69	.69	.74	.69	.45	.58	
Prof. Prepar.	1.81	.73	.39	.43	.38	.46	.39	.35	.29	.60	.61	.62	.61	.47	.58	

Correlations between a test and the corresponding rating are underlined.
Ratings were placed on a scale from 3 for Superior to 0 for Unsatisfactory.

APPENDIX C (Continued)

Table B-4
Intercorrelations Among Tests and Ratings
Russian Institutes (N = 130)

<u>Tests</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>
Listening Comp.	43.53	7.13		.70	.75	.76	.54	.39	.05	.53	.57	.64	.68	.15	.47	.35
Speaking	86.68	12.64	.70		.55	.62	.44	.24	-.05	.62	.63	.62	.66	.25	.45	.36
Reading	38.68	10.38	.75	.55		.57	.38	.33	-.09	.41	.47	.49	.52	-.01	.32	.20
Writing	54.78	14.34	.76	.62	.57		.74	.42	.16	.50	.55	.65	.68	.26	.49	.32
Applied Ling.	47.96	5.95	.54	.44	.38	.74		.53	.41	.32	.37	.43	.46	.36	.31	.25
Civil. & Cult.	51.75	8.50	.39	.24	.33	.42	.53		.22	.13	.17	.26	.31	.12	.32	.04
Prof. Prepar.	66.33	5.82	.05	-.05	-.09	.16	.41	.22		.06	.05	.17	.15	.38	.17	.19
<u>Ratings</u>																
Listening Comp.	2.23	.72	.53	.62	.41	.50	.32	.13	.06	.79	.75	.68	.25	.40	.43	
Speaking	2.03	.78	.57	.63	.47	.55	.37	.17	.05	.79	.75	.74	.28	.48	.49	
Reading	2.11	.74	.64	.62	.49	.65	.43	.26	.17	.75	.75	.86	.27	.61	.44	
Writing	1.96	.73	.68	.66	.52	.68	.46	.31	.15	.68	.74	.86	.29	.57	.51	
Applied Ling.	2.03	.69	.15	.25	-.01	.26	.36	.12	.38	.25	.28	.27	.29	.36	.34	
Civil. & Cult.	1.91	.64	.47	.45	.32	.49	.31	.32	.17	.40	.48	.61	.57	.36	.40	
Prof. Prepar.	2.18	.60	.35	.36	.20	.32	.25	.04	.19	.43	.49	.44	.51	.34	.40	

Correlations between a test and the corresponding rating are underlined.
Ratings were placed on a scale from 3 for Superior to 0 for Unsatisfactory.

APPENDIX C (Continued)

Table B-5
Intercorrelations Among Tests and Ratings
Spanish Institutes (N = 1223)

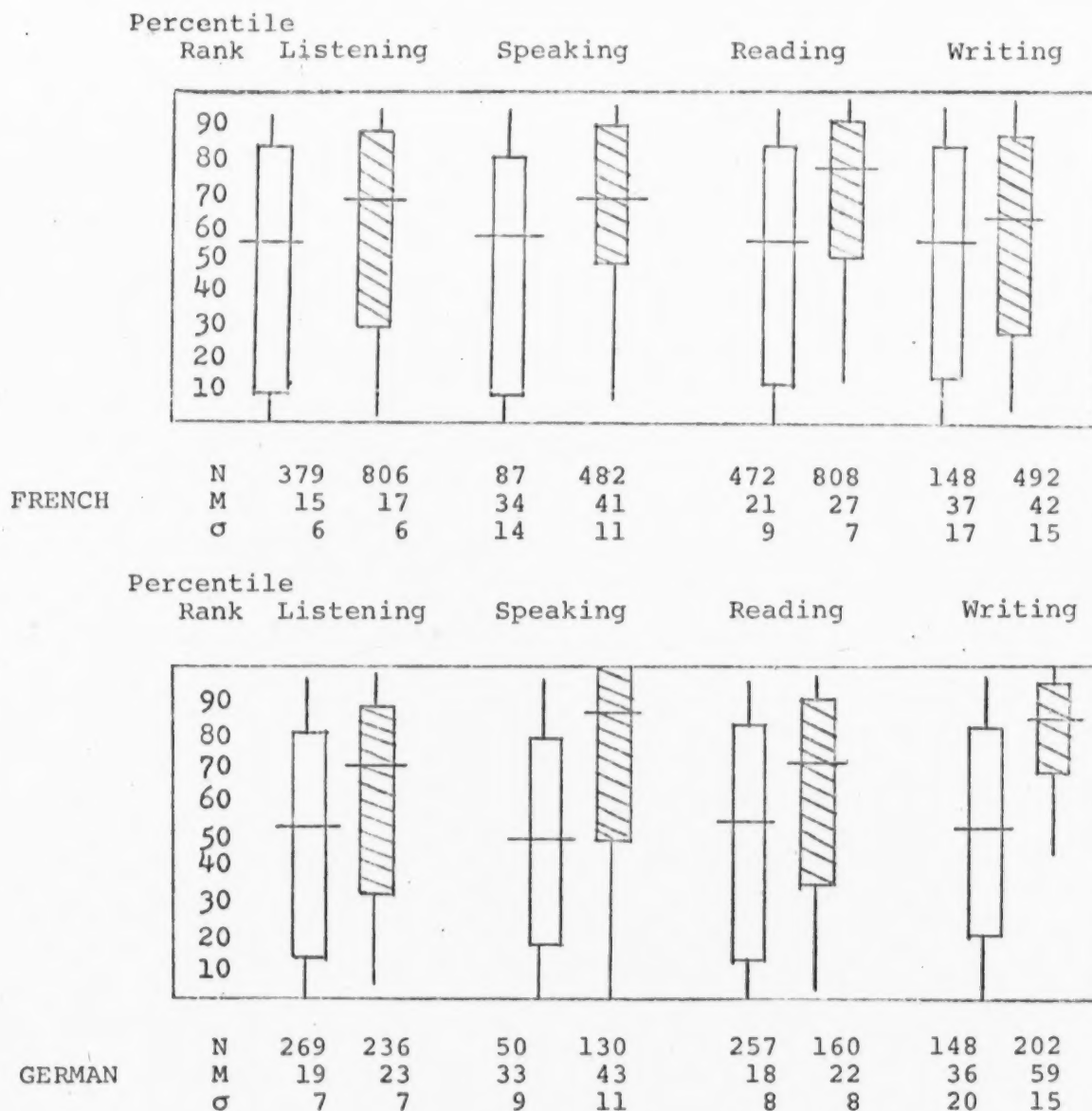
<u>Tests</u>	<u>Mean</u>	<u>Standard Deviation</u>	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>	<u>L</u>	<u>S</u>	<u>R</u>	<u>W</u>	<u>AL</u>	<u>CC</u>	<u>PP</u>
Listening Comp.	42.13	7.38		.75	.77	.79	.38	.55	.25	.70	.69	.65	.59	.36	.54	.37
Speaking	77.66	16.19	.75		.69	.74	.26	.47	.11	.70	.70	.65	.58	.31	.48	.33
Reading	44.54	9.42	.77	.69		.84	.49	.64	.31	.61	.61	.62	.58	.36	.55	.34
Writing	51.03	13.00	.79	.74	.84		.47	.63	.30	.65	.66	.66	.62	.40	.57	.41
Applied Ling.	49.59	8.42	.38	.26	.49	.47		.55	.62	.27	.24	.32	.34	.43	.35	.33
Civil. & Cult.	55.90	8.66	.55	.47	.64	.63	.55		.49	.40	.40	.41	.41	.35	.43	.30
Prof. Prepar.	66.63	6.36	.25	.11	.31	.30	.62	.49		.16	.13	.17	.21	.32	.28	.30
<u>Ratings</u>																
Listening Comp.	1.91	.89	.70	.70	.61	.65	.27	.40	.16		.85	.79	.70	.41	.61	.44
Speaking	1.70	.92	.69	.70	.61	.66	.24	.40	.13	.85		.78	.73	.43	.61	.43
Reading	1.81	.84	.65	.65	.62	.66	.32	.41	.17	.79	.78		.77	.48	.68	.46
Writing	1.64	.86	.59	.58	.58	.62	.34	.41	.21	.70	.73	.77		.52	.64	.44
Applied Ling.	1.42	.83	.36	.31	.36	.40	.43	.35	.32	.41	.43	.48	.52		.54	.47
Civil. & Cult.	1.71	.82	.54	.48	.55	.57	.35	.43	.28	.61	.61	.68	.64	.54		.49
Prof. Prepar.	1.86	.71	.37	.33	.34	.41	.33	.30	.30	.44	.43	.46	.44	.47	.49	

Correlations between a test and the corresponding rating are underlined.
Ratings were placed on a scale from 3 for Superior to 0 for Unsatisfactory.



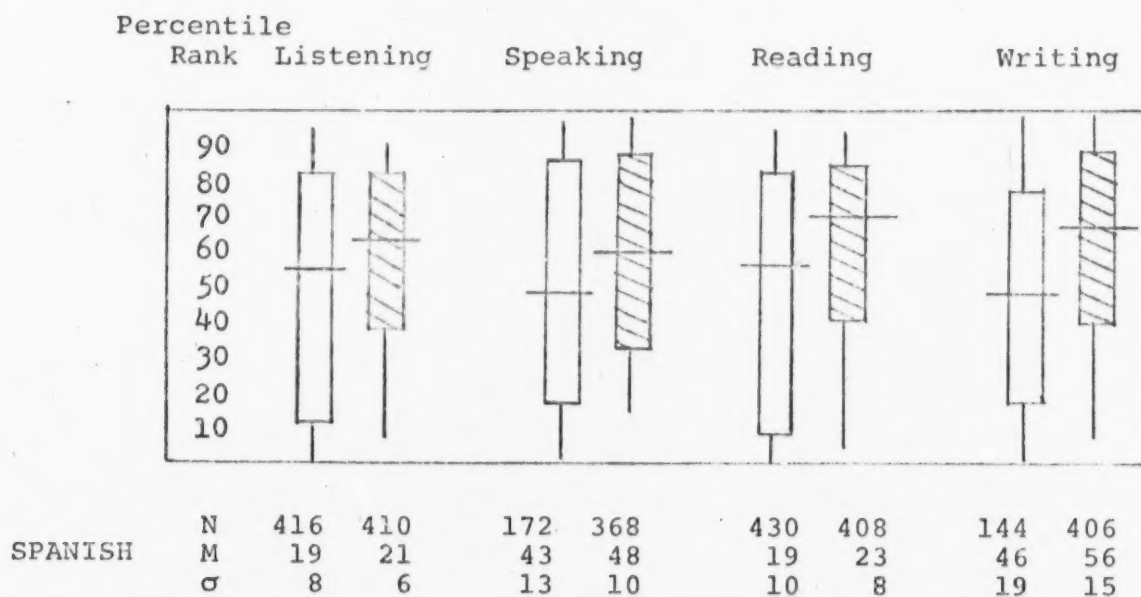
Figure 1

Comparison of the Equating Samples with the Second-Year College General Norms Groups on the MLA Cooperative Tests*



*Each bar shows five critical points: the mean, which is indicated by the horizontal line near the center of the bar, $M \pm 1\sigma$, which are the ends of the wide portion of the bar, and $M \pm 2\sigma$, which are the terminal points of the bar. The scale of reference is the percentile rank scale of the appropriate norms group.

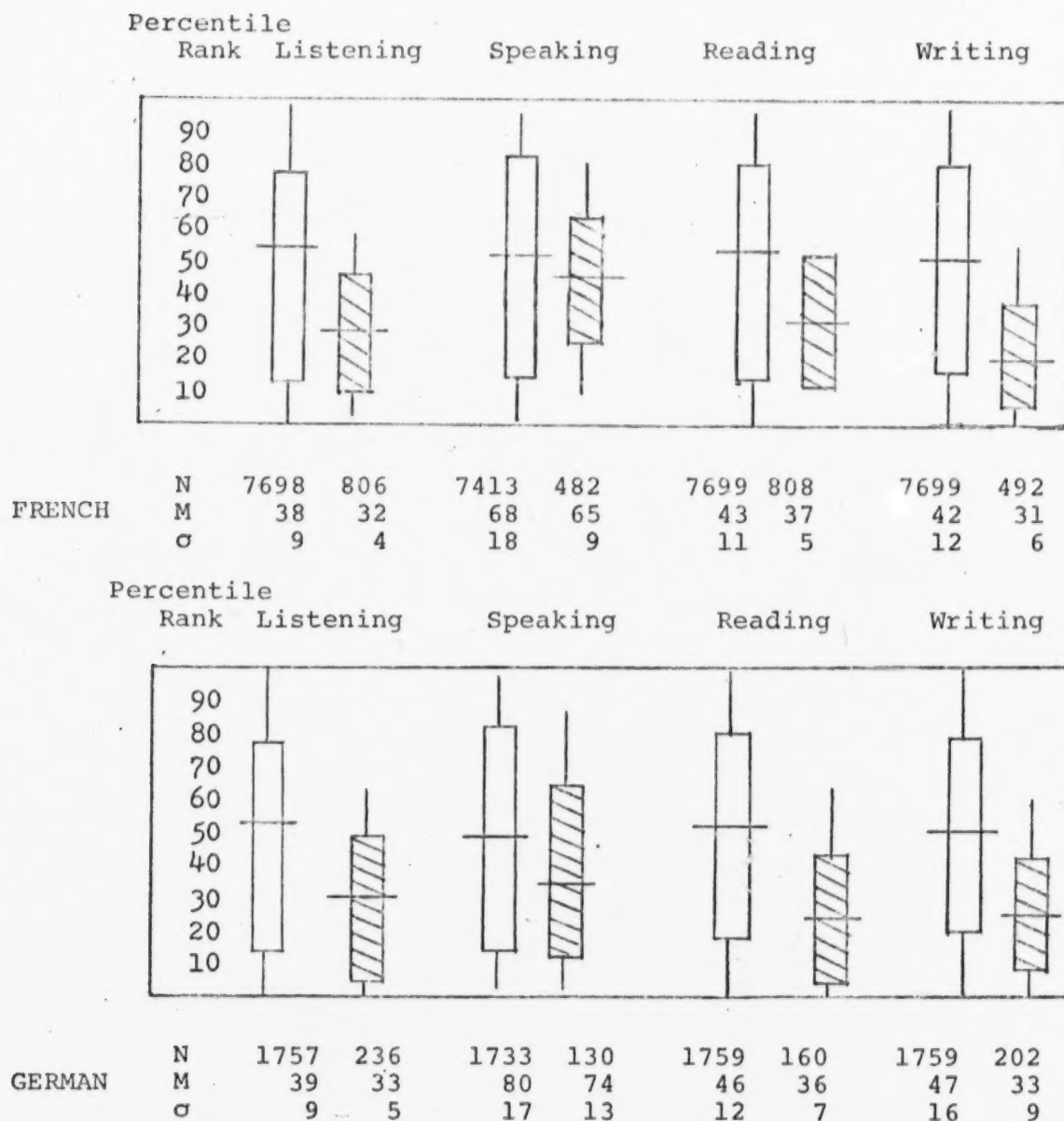
APPENDIX D (Continued)



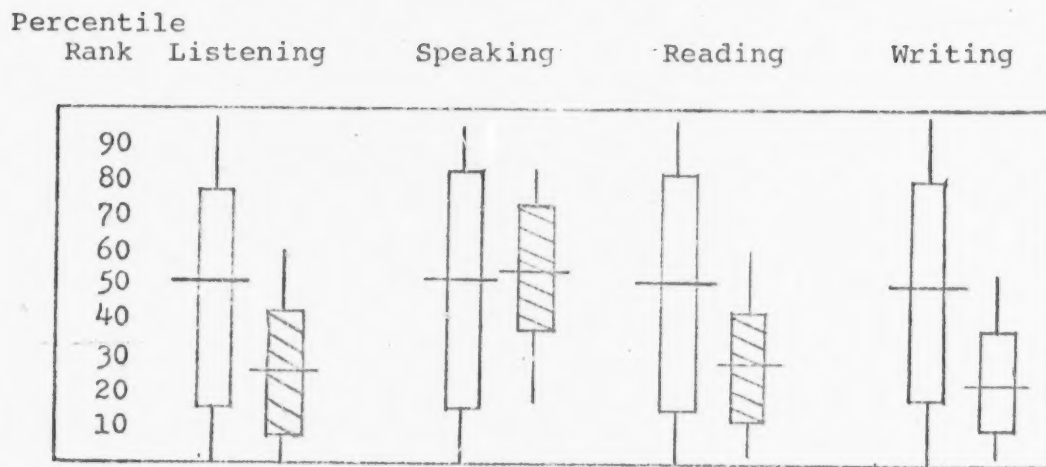
Norms Groups
 Equating Groups

Figure 2

Comparison of the Equating Samples with the National Norms Groups on the MLA Proficiency Tests



APPENDIX D (Continued)



SPANISH	N	7390	410	7201	368	7381	408	7378	406
	M	40	34	68	69	42	36	46	35
	σ	8	4	19	9	10	4	14	6

Foreign Service Institute
"Absolute Proficiency Ratings"

NATIVE OR BILINGUAL PROFICIENCY

- S-5 Speaking proficiency equivalent to that of an educated native speaker.
- R-5 Reading proficiency equivalent to that of an educated native speaker.

FULL PROFESSIONAL PROFICIENCY

- S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
- R-4 Able to read all styles and forms of the language pertinent to professional needs.

MINIMUM PROFESSIONAL PROFICIENCY

- S-3 Able to speak the language with sufficient structural accuracy and vocabulary to satisfy representation requirements and handle professional discussions within a special field.
- R-3 Able to read non-technical news items or technical writing in a special field.

LIMITED WORKING PROFICIENCY

- S-2 Able to satisfy routine social demands and limited office requirements.
- R-2 Able to read intermediate lesson material or simple colloquial texts.

ELEMENTARY PROFICIENCY

- S-1 Able to satisfy routine travel needs and minimum courtesy requirements.
- R-1 Able to read elementary lesson material or common public signs.

"All the ratings except the S-5 and R-5 may be modified by a plus (+), indicating that proficiency substantially exceeds the minimum requirements for the level involved but falls short of those for the next higher level."

--Extracted from "Absolute Language Proficiency Ratings," Circular, May 1963, Foreign Service Institute, Washington, D. C.

APPENDIX F

MLA Proficiency Test Equivalents (Y) and Parameters of Linear Equations

Relating Them to FSI Ratings (X)¹

with Ranges of Myers and Melton Ratings²

FRENCH

FSI Levels ¹	MLA		FSI Levels	MLA	
	List.	Speak.		Read	Write
S1	32.2 M	58.3	R1	24.9 U	22.6 U
S1+	36.9	66.0 M	R1+	30.8 M	28.7
S2	41.6	73.6	R2	36.7	34.9 M
S2+	46.3 G	81.2	R2+	42.6	41.0
S3	51.0	88.8 G	R3	48.6 G	47.1
S3+	55.7	96.5	R3+	54.5	53.3 G
S4	60.4*S	104.1	R4	60.4	59.4
S4+	65.2*	111.7 S	R4+	66.3 S	65.6
S5	69.8*	119.4	R5	72.3*	71.7 S
Y=a+bX			a	13.09	10.39
			b	11.85	12.27
X=a'+b'Y			a'	-1.105	-0.848
			b'	.084	.082

GERMAN

FSI Levels	MLA		FSI Levels	MLA	
	List.	Speak.		Read	Write
S1	30.0	59.0 U	R1	30.5 U	28.2 U
S1+	33.7 M	68.1	R1+	35.5	34.7
S2	37.4	77.2 M	R2	40.5 M	41.2 M
S2+	41.0 G	86.4	R2+	45.5	47.7
S3	44.7	95.5	R3	50.5 G	54.1 G
S3+	48.3	104.7 G	R3+	55.6	60.6
S4	52.0	113.8	R4	60.6	67.1
S4+	55.7 S	122.9 S	R4+	65.6 S	73.6 S
S5	59.3*	132.1*	R5	70.6*	80.1*
Y=a+bX			a	20.51	15.32
			b	10.03	12.96
X=a'+b'Y			a'	-2.043	-1.180
			b'	.100	.077

APPENDIX F (Continued)

RUSSIAN

FSI		MLA		FSI		MLA	
Levels		List.	Speak.	Levels		Read	Write
S1		33.7 M	68.9 M	R1		19.2 M	41.8 M
S1+		37.9	77.1 M	R1+		27.0	49.9
S2		42.0 G	85.4 G	R2		34.8 G	58.0 G
S2+		46.2	93.7	R2+		42.6	66.1
S3		50.4	102.0	R3		50.4	74.2
S3+		54.5	110.2	R3+		58.2 S	82.3*
S4		58.6*S	118.5 S	R4		66.0	90.4*S
S4+		62.8*	126.8*	R4+		73.8*	98.5*
S5		67.0*	135.0*	R5		81.5*	106.6*
Y = a + bX	a	25.48	52.41	a		3.45	25.45
	b	8.30	16.55	b		15.72	16.33
X = a'+b'Y	a'	-3.067	-3.164	a'		-0.219	-1.557
	b'	.120	.060	b'		.064	.061

SPANISH

FSI Levels	MLA		FSI Levels	MLA		
	List.	Speak.		Read	Write	
S1	32.6	64.9	R1	26.8 U	22.3 U	
S1+	36.4 M	71.2 M	R1+	31.4	30.5 U	
S2	40.1	77.5	R2	35.9 M	38.7	
S2+	43.9 G	83.8 G	R2+	40.5	46.8 M	
S3	47.7	90.1	R3	45.0 G	55.0 G	
S3+	51.5	96.4	R3+	49.5	63.2 G	
S4	55.3 S	102.6 S	R4	54.1	71.4	
S4+	59.0*	108.9	R4+	58.6 S	79.6 S	
S5	62.8*	115.2	R5	63.1	87.8*	
Y = a + bX	a	24.93	52.22	a	18.03	6.38
	b	7.61	12.65	b	9.00	16.24
X = a'+b'Y	a'	-3.272	-4.125	a'	-2.003	-0.394
	b'	.131	.079	b'	.111	.062

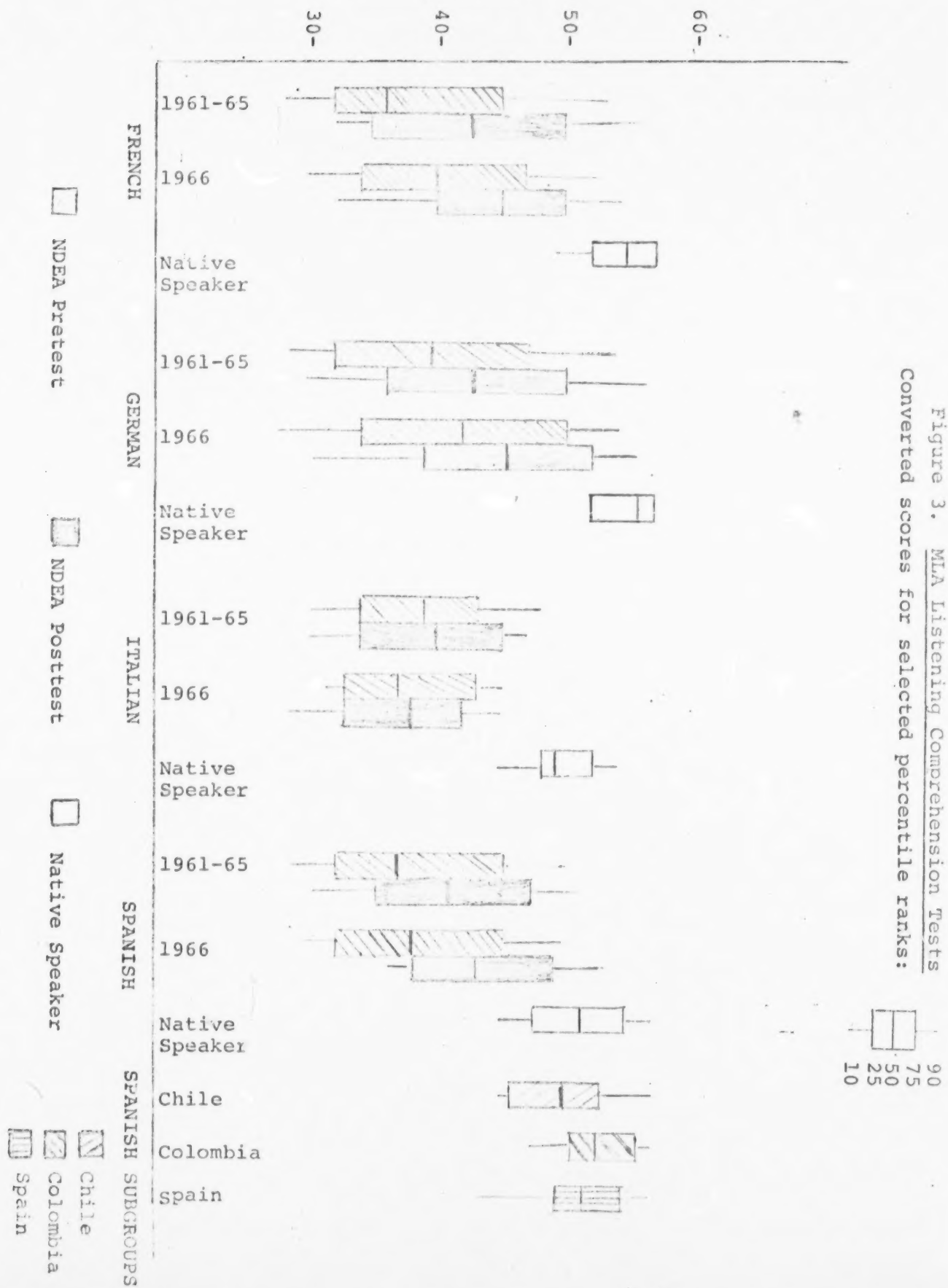
*Exceeds maximum possible score

¹For computational purposes, a "+" is given a value of .5; thus, 1+ is coded 1.5, 2+ = 2.5, etc.

²U = Unsatisfactory; M = Minimal; G = Good; S = Superior

APPENDIX G
Converted Scores

-165-



Converted Scores

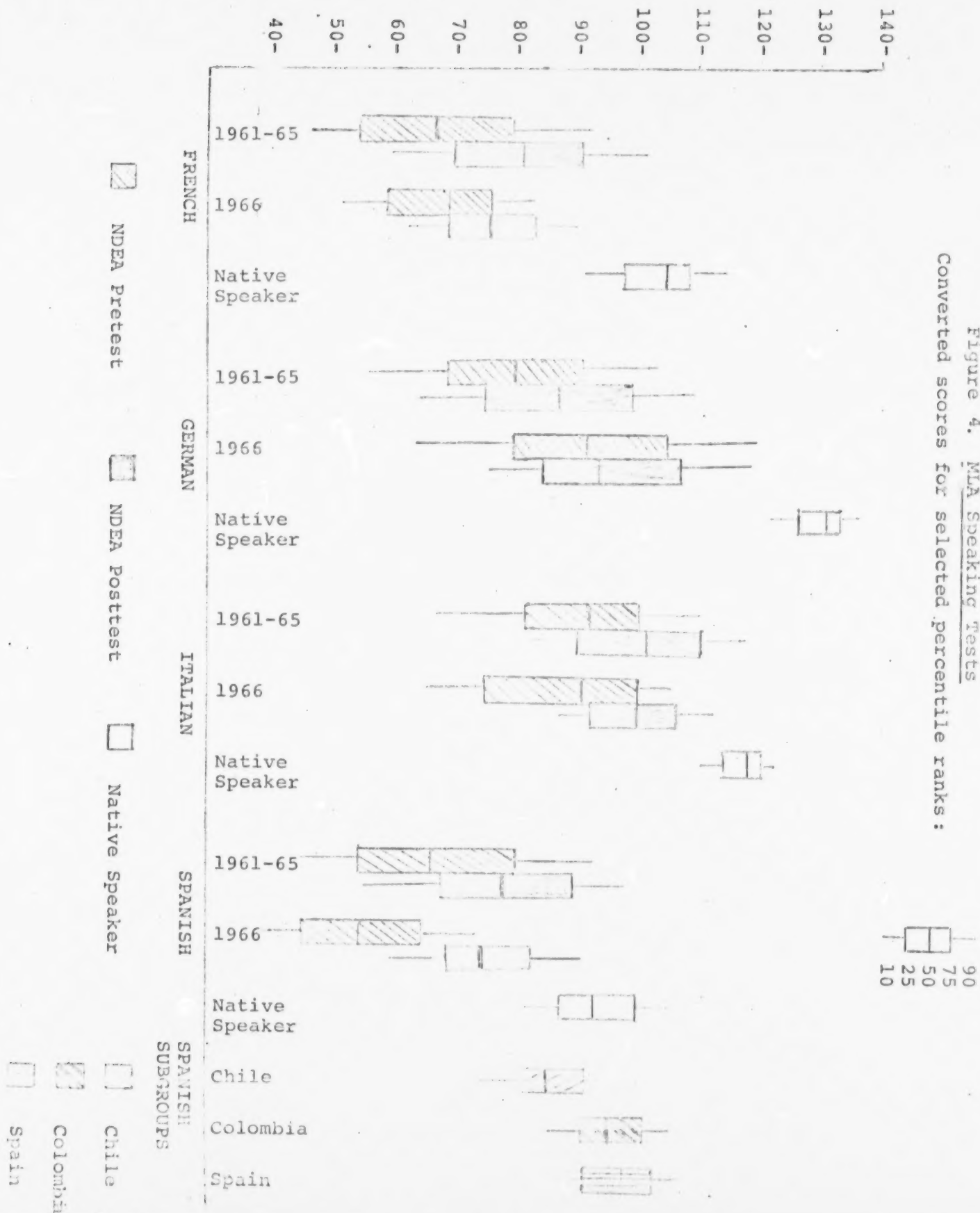
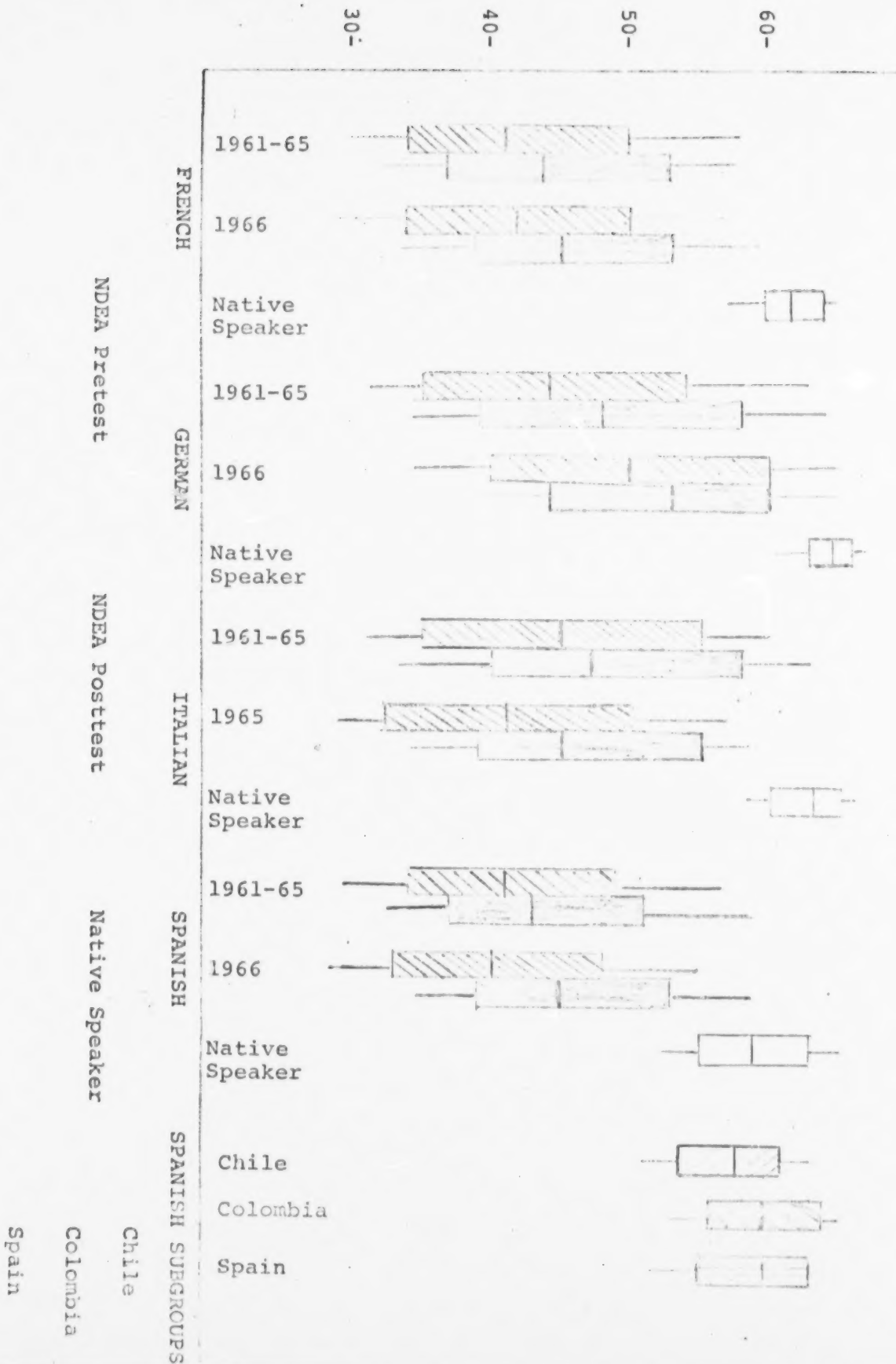
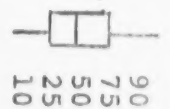


Figure 4. MLA Speaking Tests
Converted scores for selected percentile ranks:

Figure 5. MLA Reading Tests
Converted scores for selected percentile ranks:



Converted Scores

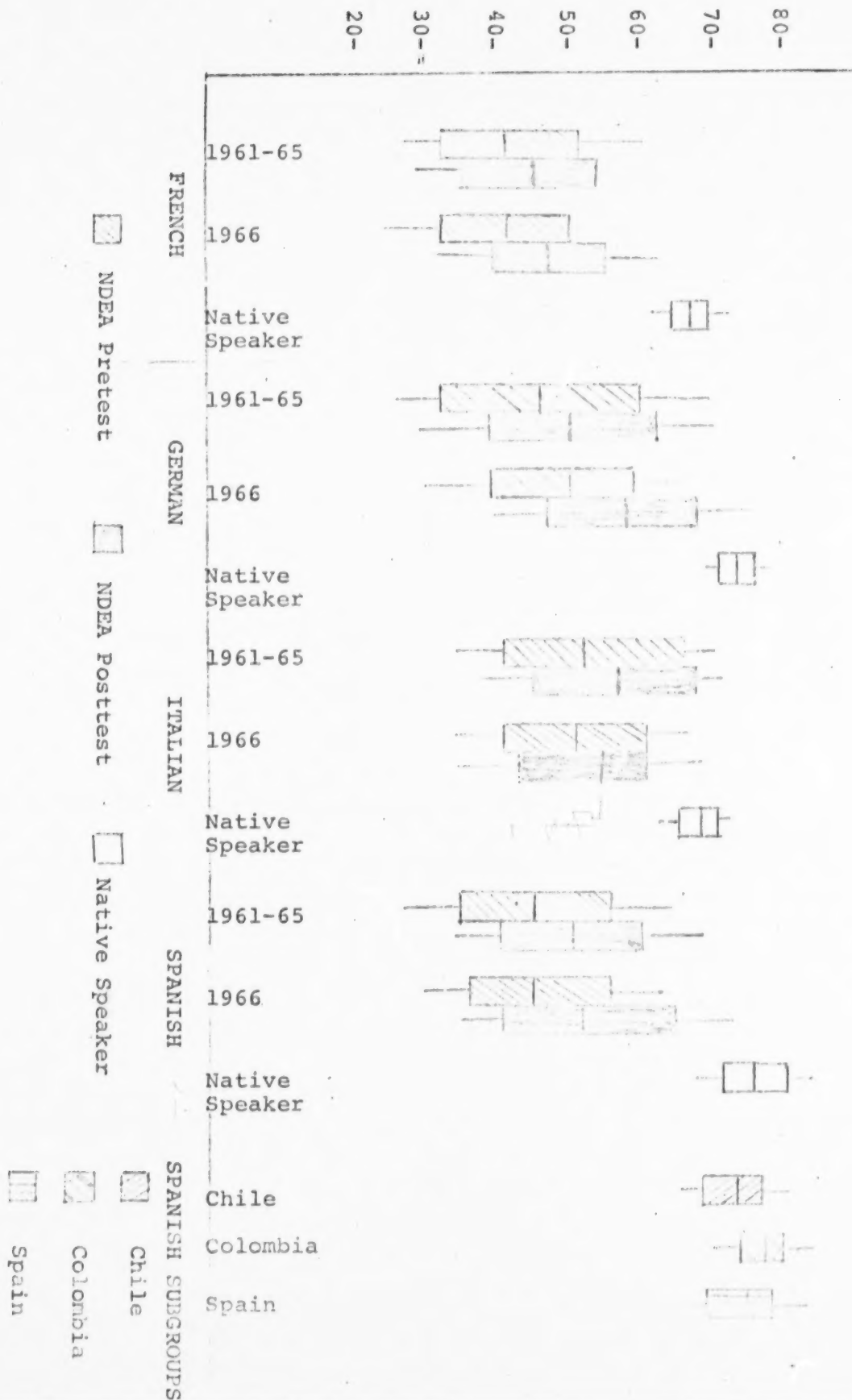


Figure 6. MLA Writing Tests
Converted scores for selected percentile rank:

90
75
50
25
10

-103-
APPENDIX H

FRENCH
Converted Scores

Percentile Ranks	Listening		Speaking		Reading		Writing		Applied Linguistics		Civilization & Culture	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
99	57	58	115	119	68	69	71	73	65	72	66	69
97	55	57	106	110	65	66	67	69	62	69	61	66
95	54	56	101	106	63	64	65	66	60	66	59	64
90	52	54	92	100	59	61	60	63	57	64	55	61
85	50	53	87	96	56	58	57	60	54	62	53	59
80	48	52	83	93	53	56	54	57	52	60	51	57
75	46	51	80	90	51	54	52	55	51	58	49	55
70	44	49	76	88	49	52	50	53	50	57	48	54
65	42	48	74	86	47	50	48	52	48	55	47	53
60	41	47	72	84	45	48	46	50	47	54	46	52
55	39	45	69	82	44	47	44	48	46	53	44	50
50	38	44	67	80	42	45	42	46	45	51	43	49
45	36	43	65	78	41	44	40	44	44	50	42	48
40	35	41	63	76	39	42	39	42	43	49	41	47
35	34	40	61	74	38	41	37	41	42	48	40	46
30	33	38	59	72	37	39	35	39	41	47	39	45
25	32	37	56	70	35	38	33	37	40	46	38	44
20	31	35	54	67	34	37	31	35	39	44	37	42
15	30	34	50	65	33	35	29	32	37	43	36	41
10	29	32	47	61	31	33	27	30	36	41	34	39
5	27	30	43	55	29	31	24	26	33	37	32	36
3	26	29	41	51	27	30	23	24	32	36	30	35
1	23	27	36	46	25	27	21	22	29	33	28	32
Number of Cases	8974	9137	8574	8928	8937	9136	8937	9192	8846	8860	8842	8858
Mean	38.6	43.1	68.2	79.7	43.1	45.7	42.5	45.7	45.2	51.5	43.6	49.2
Standard Deviation	8.7	8.3	17.4	15.4	10.5	10.3	12.4	12.3	8.0	8.8	8.3	8.3

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APPENDIX H (Continued)

GERMAN
Converted Scores

Percentile Ranks	Listening		Speaking		Reading		Writing		Applied Linguistics		Civilization & Culture	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
99	57	58	124	132	69	70	77	79	69	72	72	75
97	56	58	117	127	68	69	75	76	65	70	68	72
95	55	57	113	122	67	68	73	75	63	69	66	70
90	54	56	106	114	64	66	70	72	60	67	63	68
85	52	54	102	109	62	64	67	70	58	64	60	66
80	50	53	98	105	59	61	64	67	56	62	58	64
75	49	52	95	102	56	60	61	65	54	61	56	62
70	47	51	92	99	54	58	58	62	53	60	54	61
65	45	49	89	96	51	56	56	60	51	58	52	59
60	43	48	87	94	49	54	53	57	50	57	51	57
55	41	47	84	92	47	52	50	55	49	56	49	56
50	39	45	82	89	45	51	47	53	48	54	48	55
45	37	44	80	88	44	49	45	51	46	53	46	54
40	36	42	78	85	42	47	42	49	45	52	45	52
35	34	41	76	83	40	45	40	47	44	51	44	51
30	33	39	73	81	39	43	38	45	43	49	43	49
25	32	37	71	78	37	42	34	42	41	48	41	48
20	31	36	68	75	35	40	32	39	40	46	40	47
15	30	34	64	71	34	38	29	36	38	44	38	45
10	29	31	60	67	32	36	26	32	37	42	36	43
5	27	29	52	59	30	33	23	27	34	40	33	40
3	25	27	47	55	28	32	21	24	32	38	32	37
1	23	24	37	44	25	31	20	20	30	35	29	34
Number of Cases	2125	2821	2079	2774	2127	2822	2127	2823	2114	2256	2112	2257
Mean	39.7	43.8	82.0	89.3	46.2	50.1	47.2	52.1	47.5	53.8	48.1	54.5
Standard Deviation	9.4	9.0	18.4	18.5	11.8	10.8	15.9	14.8	8.9	8.9	10.0	9.4

APPENDIX H (Continued)

ITALIAN

Converted Scores

Percentile Ranks	Listening		Speaking		Reading		Writing		Applied Linguistics		Civilization & Culture	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
99	52	52	117	127	67	68	75	80	64	68	70	70
97	51	50	114	122	63	65	74	76	62	66	65	68
95	51	49	112	119	62	64	72	75	60	65	62	66
90	48	48	107	114	59	63	70	72	57	62	60	64
85	47	47	104	112	57	60	68	70	56	60	57	62
80	46	46	101	110	55	58	65	68	54	59	56	60
75	45	45	99	107	53	55	62	66	52	58	54	59
70	44	45	97	105	51	53	60	63	51	57	53	58
65	43	44	95	103	49	52	58	61	49	56	52	57
60	42	43	93	102	47	50	55	60	48	55	51	56
55	41	42	91	101	44	48	53	57	48	54	50	55
50	40	41	89	99	42	47	51	54	47	53	49	54
45	39	40	87	98	40	45	48	51	46	52	48	53
40	39	39	84	95	38	44	46	50	45	51	47	52
35	38	38	83	93	37	42	44	48	45	50	46	51
30	37	37	81	92	36	42	42	47	44	48	44	50
25	36	36	77	91	34	41	41	45	43	47	43	49
20	35	35	75	89	33	39	39	43	42	46	42	47
15	34	33	71	87	32	37	38	39	41	44	41	46
10	33	32	66	84	31	34	34	37	38	43	39	45
5	31	30	60	78	29	31	31	35	36	40	37	42
3	30	29	57	74	28	29	30	32	35	39	35	40
1	29	28	49	66	26	28	24	26	31	35	32	36
Number of Cases	215	217	213	215	215	217	215	214	215	214	215	214
Mean	40.0	40.0	87.3	98.2	43.4	47.2	50.9	54.2	47.0	52.1	48.7	53.6
Standard Deviation	5.8	6.1	15.6	12.2	10.7	10.2	13.1	13.1	7.3	7.3	8.0	7.5

APPENDIX H (Continued)

RUSSIAN
Converted Scores

Percentile Ranks	Listening		Speaking		Reading		Writing		Applied Linguistics		Civilization & Culture	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
99	56	57	118	122	68	68	79	83	61	64	70	72
97	55	56	111	117	64	66	77	80	57	61	67	69
95	54	55	106	114	62	63	75	78	56	61	64	67
90	51	53	98	107	53	57	72	75	53	58	60	63
85	49	52	93	102	47	52	70	73	51	56	57	61
80	47	51	89	100	43	48	68	71	50	55	56	60
75	46	50	86	97	41	46	65	69	49	54	55	58
70	45	49	84	95	39	43	63	67	48	53	53	57
65	43	48	82	93	37	41	60	65	47	52	51	56
60	42	47	80	92	36	39	58	63	46	51	50	54
55	41	47	78	90	35	38	56	60	45	50	49	53
50	40	46	76	88	34	37	53	58	44	49	47	52
45	39	45	73	87	33	36	51	56	43	48	46	51
40	38	43	71	85	32	34	48	54	42	47	45	50
35	37	42	69	84	31	33	45	51	41	46	44	49
30	36	40	67	82	30	33	42	49	40	45	42	48
25	35	39	65	80	29	32	39	46	39	44	41	47
20	34	38	62	78	28	31	34	43	38	43	40	46
15	33	37	59	74	27	30	32	38	37	42	39	44
10	32	35	56	69	26	28	29	35	36	40	37	42
5	30	34	50	63	24	27	25	30	34	37	35	40
3	29	33	47	59	23	25	23	28	32	36	33	38
1	26	31	39	53	21	23	21	27	30	35	30	35
Number of Cases	1142	1067	1102	1024	903	851	902	851	805	755	846	795
Mean	40.3	44.2	75.6	87.9	36.1	39.2	51.1	56.3	43.6	48.4	47.5	52.1
Standard Deviation	7.2	6.7	16.7	14.5	10.8	10.9	15.9	14.7	6.7	6.8	9.0	8.1

APPENDIX H (Continued)

SPANISH

Converted Scores

Percentile Ranks	Listening		Speaking		Reading		Writing		Applied Linguistics		Civilization & Culture	
	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST	PRE	POST
99	56	57	115	115	66	66	75	80	64	69	73	76
97	54	55	107	109	63	63	72	76	60	66	69	73
95	54	55	102	106	61	62	70	73	58	64	67	71
90	52	53	92	99	57	59	66	70	55	61	63	68
85	50	52	87	95	54	56	63	67	52	59	61	66
80	49	51	83	92	52	54	60	64	50	58	59	65
75	47	49	79	89	50	52	57	62	49	56	57	63
70	45	48	76	87	48	50	55	60	48	55	55	62
65	44	47	73	85	46	49	53	58	46	54	54	60
60	42	46	70	82	44	47	51	55	45	52	52	59
55	41	45	67	80	43	46	48	53	44	51	51	58
50	39	43	65	78	41	45	46	51	43	50	50	57
45	38	42	63	77	40	43	44	49	42	49	48	55
40	37	41	60	75	39	42	42	47	41	48	47	54
35	36	40	58	73	37	40	40	46	40	47	46	53
30	35	38	56	71	36	39	38	43	39	45	45	52
25	34	37	53	69	35	38	36	41	38	44	43	50
20	33	35	50	66	33	37	34	39	37	43	42	49
15	32	34	47	63	32	35	31	37	36	41	40	47
10	30	33	43	58	30	33	29	34	35	39	38	45
5	29	31	39	52	28	31	26	30	33	37	35	43
3	28	30	37	48	27	30	24	28	32	36	33	41
1	26	28	33	41	25	28	22	26	29	33	30	37
Number of Cases	8504	8607	8279	8452	8539	8696	8539	8698	8430	8600	8385	8550
Mean	39.8	42.7	66.4	78.2	42.1	44.8	46.4	51.1	43.5	49.8	49.8	56.3
Standard Deviation	8.0	7.6	18.8	15.7	10.1	9.4	13.7	13.4	7.7	8.3	9.6	8.8

APPENDIX H (Continued)

ALL LANGUAGES

Professional Preparation

Percentile Ranks	Converted Scores	
	Pre	Post
99	77	80
97	74	78
95	73	77
90	71	75
85	69	74
80	68	73
75	67	72
70	66	71
65	65	71
60	64	70
55	62	69
50	61	69
45	60	68
40	59	67
35	58	66
30	57	65
25	55	64
20	54	62
15	52	61
10	50	59
5	47	56
3	45	53
1	40	49
Number of Cases	20518	20849
Mean	60.4	67.1
Standard Deviation	8.1	6.5